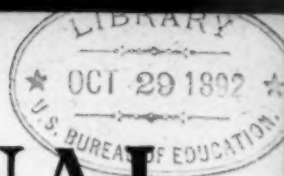


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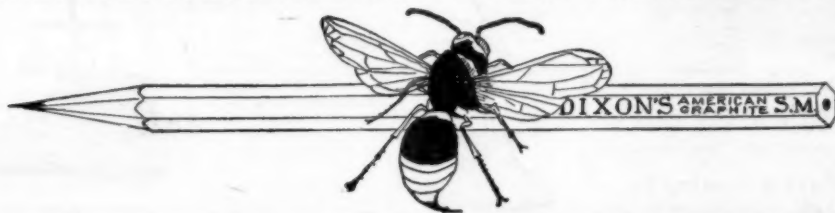
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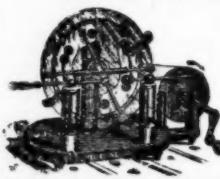
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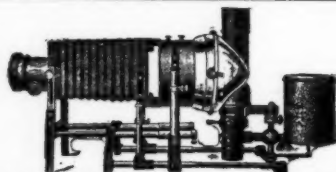
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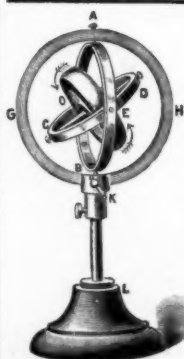


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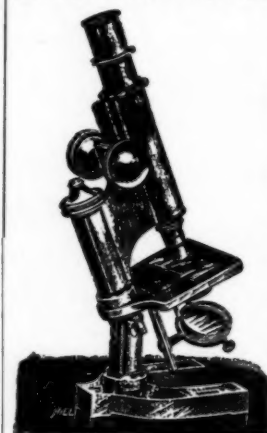
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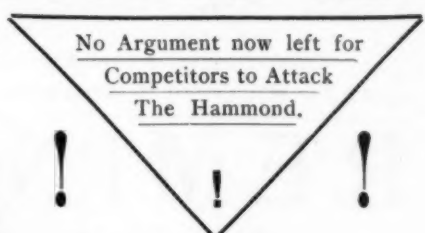


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A Weekly Journal of Education.

Vol. XLV.

For the Week Ending October 29.

No. 15

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The business department of THE JOURNAL is on page 394.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. Kellogg & Co. Do not put editorial and business items on the same sheet.



THE Columbian celebration in New York city and Brooklyn have caused unpleasant feeling concerning one feature—that Catholic school children were separated from the general parade of youths, and were marched by themselves.

Why, it is asked, should not the Presbyterians, the Methodists, the Jews, the Agnostics, (if there be any), and those who are of no denomination separate themselves from the others and march along sect by sect? A Catholic teacher in the public schools writes, "I am surprised at those who managed this affair." The Protestant teachers consider it an attempt to advertise the parochial schools. It was undoubtedly an effort to show the growth of these schools.

The ill-considered, indefensible, illogical, and dark-age action of the Detroit board of education is but an appearance in another form of the evil THE JOURNAL has often called attention to—*absence in the several states of a standard of qualifications for the professional teacher.* The physicians, lawyers, clergymen have one—but that any man may exercise the office of a teacher seems to be believed to be a part of the constitution. That this meets with approbation among teachers may be inferred from the fact that the teachers spend none of their time when they meet in discussing a remedy.

It ought to be explained here that the Detroit officials did have ground for action but not the action they took. It appears they have allowed the diplomas of the graduates of a certain Catholic school to be accepted as evidence of fitness for teaching. They now see no way out of this improper action but by refusing to let anybody teach who is not from the public schools!

The death of Mr. William Swinton, the writer of many remarkably excellent text-books for schools, removes a strong advocate of improved methods of teaching. He had been himself very successful in the school-room, but the meagerness of the text-books he used caught his attention and he entered this new field. He woke up to find himself famous. His ambition was not to make a text-book, but *the* text-book. He studied education quite as much as facts. The unbound sheets of the series of Readers he had prepared were sent by him to THE JOURNAL; they took such advanced ground that the Editor was alarmed; he wanted advancement, had prayed that some one would lift the schools out of the deep traditional ruts in which their wheels were rolling, but a series of Readers like these meant the investment

of \$25,000. Was there not danger that the effort would fail because principles not yet comprehended by teachers were adopted? Would it not be better to wait a while for public opinion to be educated?

Mr. Swinton listened. "But these Readers are constructed on principles advocated in THE SCHOOL JOURNAL; I know that, for I am a subscriber."

"True, but can the great body of teachers be made to see that reading is 'getting the thought,' and this is the principle you follow all the way through?" "There will be failure in many cases, no doubt, but the publishers agree with me that it is time the reading in the schools was got out of the fearful mechanical stage in which it now is and is likely to remain."

This was the substance of a conversation that made a deep impression; here was a man who deemed the views of THE JOURNAL solid enough to plant a business enterprise upon them. A letter was received, soon after, stating that the review of the books in THE JOURNAL gave him great satisfaction because in appreciating the books it made clearer to him the principles upon which text-books in reading should be constructed. Thus only from time to time, like ships at sea, one busy laborer in the educational field hails another who has kindred thoughts; and often the "hail" is a "farewell."

Sanitary knowledge has produced great results. In 1875, a general law was passed in England for the protection of the public health, and the death rate began to decrease for all diseases which owe their origin and growth to defective drainage and impure water supply. In typhoid fever the diminution was 57 per cent.; the annual mortality from 1838, the first year of careful registration, to 1865, was about 22.35 per thousand. From 1850 to 1889 the annual average is 19.08. The estimates of the value of human life in England is estimated to be about \$770 a head; if we allow this, the diminution of the death rate during this last decade would represent 856,804 persons, or a saving of \$650,000,000. Thus the country regains the sum that is spent in sanitary improvements. The mortality from zymotic diseases, was reduced from 42.54 to 24.52, but measles, diphtheria, whooping-cough still keep the same. Consumption has diminished in England from 24.8 to 17.36.

The School of Pedagogy opens this year most prosperously. It is now a thoroughly organized department of the university, like the law and medical schools. From Monday to Friday six classes are met by the professors on each day, and on Saturday there are nine classes. The interest felt by the students shows conclusively that the evident movement of the teaching force of the country towards a professional rank is by no means abating. This school is solving practically the question of a professional preparation by the teacher.

## Uses of Education.

Education, intellectual and moral, is the only means yet discovered that is always sure to help people to help themselves. Any other species of aid may enervate the beneficiary, and lead to a habit of dependence on outside help. But intellectual and moral education develops self-respect, fertility of resources, knowledge of human nature, and aspiration for a better condition in life. It produces that divine discontent which goads on the individual, and will not let him rest. How does the school produce this important result? The school has undertaken to perform two quite different and opposite educational functions. The first produces intellectual training, and the second the training of the will.

The school, for its intellectual function, causes the pupil to learn certain arts, such as reading and writing, which make possible communication with one's fellow men, and impart certain rudimentary insights or general elementary ideas with which practical thinking may be done, and the pupil be set on the way to comprehend his environment of nature, and of humanity and history. There is taught in the humblest of schools something of arithmetic, the science and art of numbers, by whose aid material nature is divided and combined—the most practical of all knowledge of nature because it relates to the fundamental conditions of the existence of nature, the quantitative structure of time and space themselves. A little geography, also, is taught; the pupil acquires the idea of the inter-relation of each locality with every other. Each place produces something for the world-market, and in return it receives numerous commodities of useful and ornamental articles of food, clothing, and shelter. The great cosmopolitan idea of the human race and its unity of interests is born of geography, and even the smattering of it which the poorly taught pupil gets enwraps this great general idea, which is fertile and productive, a veritable knowledge of power from the start.

All school studies, moreover, deal with language, the embodiment of the reason, not of the individual, but of the Anglo-Saxon stock or people. Now, the steps of becoming conscious of words involved in writing and spelling, and in making out the meaning, and, finally, in the study of grammatical distinctions between the parts of speech, bring to the pupil a power of abstraction, a power of discriminating form from contents, substance from accidents, activity from passivity, subjective from objective, which makes him a thinker. For thinking depends on the mastery of categories, the ability to analyze a subject and get at its essential elements and see their necessary relations. The people who are taught to analyze their speech into words have a constant elementary training through life that makes them reflective and analytic as compared with a totally illiterate people. This explains to some degree the effect upon a lower race of adopting the language of a higher race. It brings up into consciousness, by furnishing exact expression for them, complicated series of ideas which remain sunk below the mental horizon of the savage. It enables the rudimentary intelligence to ascend from the thought of isolated things to the thought of their relations and interdependencies.

The school teaches also literature, and trains the pupil to read by setting him lessons consisting of extracts from literary works of art. These are selected

for their intensity, and for their peculiar merits in expressing situations of the soul brought about by external or internal circumstances. Language itself contains the categories of thought, and the study of grammatical structure makes one conscious of phases of ideas which flit past without notice in the mind of the illiterate person. Literary genius invents modes of utterance for feelings and thoughts that were hitherto below the surface of consciousness. It brings them above its level, and makes them forever after conscious and articulate. Especially in the realm of ethical and religious ideas, the thoughts that furnish the regulative forms for living and acting, literature is pre-eminent for its usefulness. Literature may be said, therefore, to reveal human nature. Its very elementary study in school makes the pupil acquainted with a hundred or more pieces of literary art, expressing for him with felicity his rarer and higher moods of feeling and thought. When, in mature age, we look back over our lives and recall to mind the influence that our schooldays brought us, the time spent over the school readers seems quite naturally to have been the most valuable part of our education. Our thoughts on the conduct of life have been stimulated by it, and this ethical knowledge is of all knowledge the nearest related to self-preservation.—*Wm. T. Harris, in the Atlantic Monthly.*

## Self-Government in School.

By ANNA B. BADLAM, Dorchester, Mass.

Self-control is a power which, for its happy possessor, exercises itself over mind and body to a greater or less degree according to the individual temperament, either as inherited or as modified by discipline and training.

No one will deny the value of self-control as an aid in "keeping the balance" of human thought and action; hence, the earnest teacher, while she realizes that, in a measure, she is the controlling power in her school-room, "the wheel within a wheel" of the mental machinery she keeps in motion, yet that she must, if she do her duty by the boys and girls committed to her charge, gradually lead them to form habits of self-control. The motto she gives them is a very easy one to learn, but not so easy to practice. "Take care of yourself," may seem a very small task for each one, but if the work be not equally divided, if there be any thoughtless, careless, indifferent, or wilful workers along the line, the thread of harmony becomes broken, and discord follows.

The task of taking care of one's own failings, irrespective of those of others, is not an easy one, and the average child needs to have tact and encouragement brought to bear upon his efforts. Temperaments vary so much that a teacher is often at a loss to deal with isolated cases that defy all the agencies she has brought to bear successfully upon most of the class, and she must devise some new agent, or adopt some fresh strategy, before she can feel that all her pupils have become their own masters rather than her eye-servants.

One of the greatest aids in teaching a child self-government is in teaching him self-respect. It seems a matter of small importance to an ordinary observer whether a boy be encouraged to wear a neck-tie, or to come to school with his boots blacked, or not; but the feeling of self-respect awakened in the boy by the recognition of the well-arranged neck-wear, or the freshly polished



boots, will carry him through many a well-earned battle with himself, in the matter of self-control; and he will find it a little less easy to become a disturbing element in the school-room at the next opportunity offered. There will be, however, "disturbers of the peace," and these must be dealt firmly with, if they show no inclination to exercise self-control for themselves, and indicate plainly a disinclination to yield to control over them on the teacher's part.

Such children must be made to feel the impossibility of allowing disturbing elements in the school-room, and must be subjected to the inconvenient and undesirable, but inevitable results of disobedience, unruliness, and uncouthness exhibited in a well-conducted school, where each pupil *governs himself* proudly rather than to depend weakly upon the teacher to govern him by strict rules.

There is a natural pride in the heart of every child to excel in whatever he undertakes. One has but to note the spirit of pride displayed in the successful accomplishment of some of the games of childhood to realize this; so, generally speaking, a child may so have his spirit of self-respect and worthy pride awakened as to make him an orderly citizen of the little world in which he lives. But he must be encouraged; his little efforts must be recognized, and he himself must become an object of interest in his own estimation and in that of others, especially in that of his teacher.

So soon as a disagreeable child can so far forget his natural disposition to lawlessness, or (what is often mistaken for ugliness) a natural aggressive self-consciousness, as to respond to a pleasant greeting from his teacher either at school or upon the street; so soon as he can be moved to lift his hat to her upon the street, or be led to say, when obliged to pass before her in the room, "Excuse me," from the feeling of good comradeship between them, from that moment the teacher becomes the secondary controlling force over the boy's conduct, his own will becoming the primary power that is to control him.

"Patience and perseverance," "Little by little," "Rome was not built in a day," "A constant dropping will wear away a stone," must often come to cheer the drooping spirits of many a faithful teacher, wearied with the struggles over the apparent exceptions to the rule that "Love begets love," in her relations with the "black sheep" of her flock; but, sooner or later, a ray of light comes to gladden her, as she sees that the hitherto habitually "don't try" pupils have begun to change for the better, and she can cease to fear for them, since the majority have ruled in establishing a spirit of self-control throughout the class, generated from the motto, "Take care of yourself."

With her class in this condition, she need have little fear of disorder should any unforeseen circumstances arise to interrupt the work; while her class, perceiving her trust in them, take a natural pride in being worthy of being trusted and do not fail her when she tests their power to attend each to his own work, whether she be there to direct it, is busied in a recitation with another division, or is called from the room unexpectedly. In a word, they have become conscious of the fact, *If you would be trusted, be worthy to be trusted*, and the sensation is not an unpleasant one.

## Columbus Days:

### Their Educational Value.

By A. B. GUILFORD, Jersey City, N. J.

Now that the hurry and excitement of the Columbus celebration are things of the past; now that the throbbing heads are somewhat cooled, and the tired hands somewhat rested, there comes to many a teacher who has entered heart and soul into the celebration of our 400th anniversary a feeling that though there has been unlimited enthusiasm in her class-room regarding the Columbus idea, that while much of the great navigator and discoverer has been brought to light and well-learned that perhaps never would have been taught in her ordi-

nary work in the class, and, incidentally, much other valuable material gained during the struggle, still the regular grade work of the class has suffered a terrible blow during the time given over to the festivities of the past month. The term, short at best, has had the cream of its days given over to purposes other than those of legitimate grade work.

But these days that are gone have had a significance far more powerful for good, if they have been rightly spent, than can be found in the ordinary grind of the class-room mill. Our pupils have been lifted to the inspection of a far broader horizon, than they have viewed before. A fuller and grander significance has been given to ideas of faith, hope, perseverance, and courage as exemplified in the life of Columbus; faith that gave assent to the authority of his thought, hope that again and again buoyed a sinking spirit, perseverance that pushed him ever onward in the accomplishment of his grand enterprise, and courage that stood without fear or depression in the midst of surroundings that would have daunted one of less resolution than he.

The idea of Americanism has expanded in the hearts of our children; love of country has sprung into new life; our boys have received a new incentive to patriotism; our girls are prouder than ever before that they were born on American soil; and we, as teachers of these boys and girls, more fully than ever before realize the grandeur and holiness of the trust falling to our duty in the leading forward in the path of true American citizenship of those in our charge.

Let us take the time to go over the lesson in review *still again*, that what the days of the past month have taught may be more fully appreciated still. Let us not leave it until we are assured that each and every pupil in our class is of different fiber than before, and as a native of this land better able to live in accordance with the best ideas of the true American principle.

## Natural Capacity in Education.

(The following article from an English medical journal is worthy of thoughtful consideration.)

"There is a school of popular philosophy, more than sufficiently popular at the present day, of which the keynote is that intellectual men are pretty nearly equal, and that success is simply a matter of industry, effort, and perseverance. Teachers of this school quote with great approval that astounding paradox of a great writer that 'genius is simply the faculty of taking infinite pains'; and young men of the most moderate endowments are encouraged to hope that by hard work by day and the unlimited consumption of midnight oil, they may rise to rank with the master minds of the race. In so far as such teaching encourages the putting forth of the individual's best powers, it may not be wholly pernicious, but that it is essentially false cannot be doubted. No taking of pains will transform the dunce into the genius. Each is naturally *sui generis*, and will remain so, despite any or every effort. Far truer is the teaching of Goethe, who says: 'The older one grows, the more one prizes natural gifts, because by no possibility can they be procured and stuck on.'

"Physiology teaches us not only that the bodies of men differ naturally in size, strength, and capacity for development, but that the natural differences between human brains in size and richness of convolutions are an index to intellectual and moral differences. Any philosophy that ignores such a fundamental fact becomes thereby futile and delusive. A true philosophy must recognize and adjust the relative parts played by natural endowment and relative training, taken in the widest sense. It can do much within a certain area, but that area is limited, and can by no means be overpassed. The true ideal of education is not to make futile efforts to grow grapes on thorns, or figs on thistles, but to impart to every individual as just a conception as possible of his own potentialities, and to help and encourage him to develop those potentialities to the utmost extent to which they may be capable."

## The School Room.

OCT. 29.—DOING AND ETHICS.  
 NOV. 5.—PRIMARY.  
 NOV. 12.—LANGUAGE AND THINGS.  
 NOV. 19.—EARTH AND SELF.  
 NOV. 26.—NUMBERS AND PEOPLE.

### Early Lessons in Form Expression.

By GRACE HOOPER, Rice Training School, Boston, Mass.

(This lesson closes Miss Hooper's course in drawing which began Aug. 29, '91, and has been designed to cover three years of primary grade work. We trust the teachers have been benefited by this interesting and instructive series.)

#### OBJECTS LIKE A CONE.

I have something here which I know you all like, especially the boys. "Yes, a top." We will try to make a picture of it as well as spin it. How shall we start? "With an isosceles triangle." Make the base at the top. Place a semicircle on the horizontal line; cut off a little at the bottom. Draw the peg then, and then the head. Lines across it horizontally make it complete.



Fig. 1.

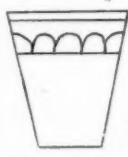


Fig. 2.



Fig. 3.

(Fig. 1.) A tumbler may also be studied in this way. (Fig. 2.)

#### MODELING.

To-day we will make a cone in clay. Roll it into shape with the fingers, and use the flat piece of wood to press the plane face. To-morrow we will make the top in clay. Perhaps some one can think of a vegetable in this shape—Yes, a "carrot or a parsnip."

#### SQUARE PYRAMID. (Fig. 3.)

Have you seen this block before? "It looks something like a cone." Mabel, what is the difference? "It has a square base." "The rest of the surface, instead of being whole and curved, is divided and plane." "There are five faces, and four edges." Are there not more than four edges? "Yes, there are eight."

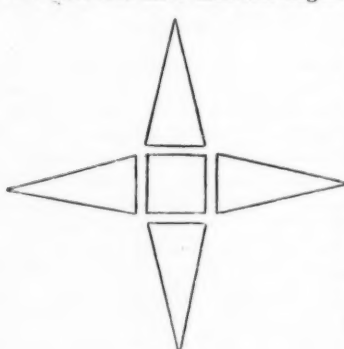


Fig. 4.

"It has an apex." "Each face, except the base, is of triangle shape." Hold up the paper shape that is like the base. "A square." The one that is like the other faces. Right; what is it called? "Isosceles triangle." Let us draw all the faces as if they were spread out. (Fig. 4.) Some time we will cut them out and make some pyramids for ourselves. Here is James' triangle. What is the trouble with it? (Fig. 5.) "The apex is not over the middle of the base."

I will show you something I would like to have you draw that looks like the triangle. Where do we often see this, Harry? "On ships." (Fig. 6.) Here is a leaf quite like the shape. Let us try that. (Fig. 7.)

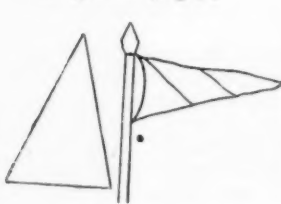


Fig. 5.



Fig. 6.

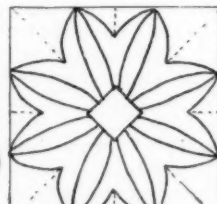


Fig. 7.

Fig. 8.

#### ARRANGEMENT.

Do you remember when we changed the triangle a little to look something like a flower? I will give you a small triangle of colored paper; draw that same form on it, then cut out four of them, and arrange the pieces or units as they are called on our large brown paper squares. How must we make the center? "It must hold together, so we might put a little square or circle there." Do not the corners look empty? Let us put in another triangle. We must fill our space as evenly as we can. (Fig. 8.)

#### MODELING.

If you mold the cone first, I think the pyramid may be easily formed from it. With your small flat pieces of board, you can press the faces into their shape. Let us build the flag and the leaf we drew on our tablets of clay.

#### VASE FORM. (Fig. 9.)

What is the use of this pretty vase, children? "To hold flowers." Yes; and for many, many years people have made vases; to hold flowers, to hold water, for oil, and for many other uses. Let us study the form. If it was solid how many faces would it have? "Three, two plane and one curved." How many edges? "Two, circles in shape." If I were to give you paper shapes to represent the faces, they would look like this.



Fig. 9.

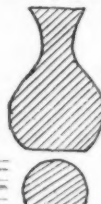


Fig. 10.

(Fig. 10.) Look at the curve—it is not like that which we have seen in the sphere, or oval. It is constantly changing its direction—curving in and out, with no abrupt break. For this reason the form is more beautiful and pleasing to the eye, than if the curve were in one direction only.

We will study the drawing. With what shall we begin? "A line for an axis." Make it about four inches high. Next compare the bottom width. "It is one-half." Here there must be a double line. Now about the top. Just about the same width. Connect the ends of top and bottom lines. Where is the widest part? Where the narrowest? Will the curve run inside the oblong, and where? Outside and how far? Where does the curve begin to change? etc.

After a little practice with observation of this kind, the children will become very apt in judging proportions and direction of lines. After this most simple vase form has been observed, others, different in proportion, may be taken. (Fig. 11.) Let the



Fig. 11.



Fig. 12.



Fig. 13.

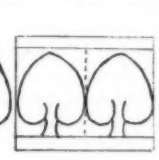


Fig. 14.

pupils describe any vase they may see at home, and try to copy the curve, bringing the result to the teacher.

#### MODELING.

In modeling let the first simple form we have studied be tried first, followed by others of which the teacher may have two or three for the pupils to copy.

#### ARRANGEMENT.

In our design-work, nature may be studied in a simple way. A leaf, that of the lilac is an easy shape, is given to each child. (Fig. 12.) Do you see the heavy part running through the middle? That is called the midrib. Place the leaf on your paper and trace round the edge, or margin, as it is called. Now draw another by simply looking at it. As I take up several leaves, one after another, what do you notice about them? "They are not all exactly alike." "Some are larger than others." Yes; nor are the halves of each one exactly alike. They seldom are in leaves. Now you see that a border, drawn of leaves all a little different would not be very pleasing, so we will change nature a little and stiffen the leaves. Make the midrib as a straight line. Make the two halves exactly alike, and the same distance from the midrib. (Fig. 13.) Thus, when we put one after the other, or place them on the diameters or diagonals of a square round a center, our border, or figure, is pleasing to look at, and we do not feel that it is a confused lot of leaves. Yet they still look like the lilac leaves.

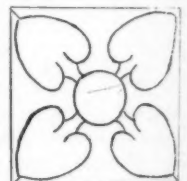


Fig. 15.

#### PAPER CUTTING. (Figs. 14 & 15.)

Very many variations upon trisecting and quadrisecting, may supplement those previously given. Cutting may be done in either of two ways. First, with the square opened flat, after the folding, and the cuts follow the folds, or lines, which have been drawn between them. (Figs. 16 & 17.) Second.—The figure cut



Fig. 16.

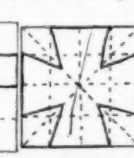


Fig. 17.

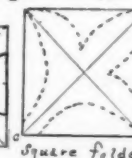


Fig. 18.

COLOR FOR THIRD YEAR.

Review the preceding work, such as the spectrum colors, and the scales of each, and teach the lines.



Violet Red
Red
Orange Red
Red Orange
Orange
Yellow Orange
Orange Yellow
Yellow
Green Yellow
Yellow Green
Green
Blue Green
Green Blue
Blue
Violet Blue
Blue Violet
Violet
Red Violet

Fig. 19.

may be given—as well as the tints and shades of the principal colors, arranging the scales after the following diagram. (Fig. 20.)

What color have we to-day? "The red of the spectrum." Here is another red. Is it lighter or darker? "It is different." Yes; and in what way? As the children hesitate, the teacher puts some paint, as near as possible to the red, on a palette, and mixing a little yellow with it, the orange-red forms; a little more yellow, and she has red-orange. Again more

	R	T	s.	
O.R.T.	R.T.	1	V	R
O.R.	R		Y	R
O.R. 3	R.S.	1	V	R
	R.S.	2		

Fig. 20.

and orange comes. Illustrate with the colored papers, then giving them to the pupils let them make the scale, first, by copying the chart, then relying on their own judgment. (Fig. 19.)

The scales runs as follows: Red—orange-red, red-orange Orange—yellow-orange, orange-yellow. Yellow—green-yellow, yellow-green. Green—blue-green, green-blue. Blue—violet blue, blue-violet. Violet—red-violet, violet-red—then Red. A tint and a shade of each hue may be given—as well as the tints and shades of the principal colors, arranging the scales after the following diagram. (Fig. 20.)

### Live Lessons in Writing. V.

From Class-work of LYMAN D. SMITH, Hartford, Conn., Author of "Appletons' Standard Penmanship."

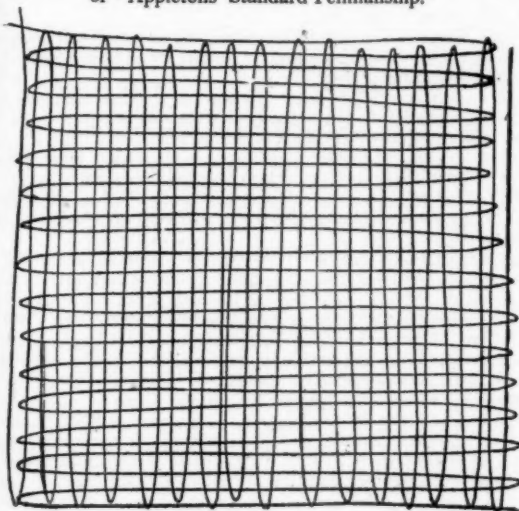


Fig. 1.

A letter received from an earnest Southern teacher who has charge of writing in four primary grades in one building, and who asks for information as to the best course to pursue in teaching beginners in writing, suggests to me the propriety of turning aside from the regular order of these lessons, for one issue of THE JOURNAL to answer her, and many more good, well-meaning teachers who are similarly situated. A few sentences from her letter will not be out of place, as they disclose a condition of things regarding writing in her case that is but a photograph of conditions in low and even high grades all over the broad land. I see it in many of the schools I visit in neighboring towns. I see it in the inability of almost all children of all ages to write when they come into Hartford schools from other towns, and attempt to do the work our pupils do. I go to Springfield, Holyoke, and other cities and find beautiful work. The explanation is that writing is taught in some places,—in others, not—and taught correctly. When will states require that every teacher shall qualify to teach writing, on the basis of movement as the leading element—as thoroughly as they do anything else? A half million clerks, accountants, and copyists in the United States get a living, and much more than a living, because of their ability to handle the pen skilfully. Are there as many who get good pay, because of their ability to draw? Probably not one-half as many. But drawing is fostered; teachers must qualify in this branch. It is right they should. Let them qualify to teach writing also.

To return to the teacher's letter. She says:—"The writing throughout, after the low primary, is very unsatisfactory. The trouble seems to be not a lack of form-teaching or analysis of principles, but an inability to secure arm movement. The children have learned the finger movement, and I do not know how to break it up. Would like to know how much movement drill in each grade is necessary to break up or react against this finger movement." With a commendable frankness she adds:

"I take it for granted that our own lack of skill may be the cause of our trouble."

I would say as to the last sentence, that if "lack of skill" wasn't cause enough, a wrong method of teaching added thereto certainly would be enough. It will be noticed that there is no trouble as to "form-teaching" and "analysis of principles" in this teacher's case. Form-teaching is but a small part of the work in teaching writing properly, and herein lies the evidence of the wrong method I think she must have followed, for it will be noticed that she says, "Throughout, after the low grade, the writing is very unsatisfactory." By implication one would judge the writing to be satisfactory in the low grade. In this grade, doubtless, the work consisted of writing isolated letters, where only a cramped finger movement is employed, and wasting time over a solemn row of so-called "principles." It is true that a page of isolated letters made with slow movement, satisfies the eye; not the conscience, however. Later on, when these low-grade scholars come to write long words, involving the lateral swing of the arm from the elbow as pivot in joining letters, they are powerless, and give up in disgust.

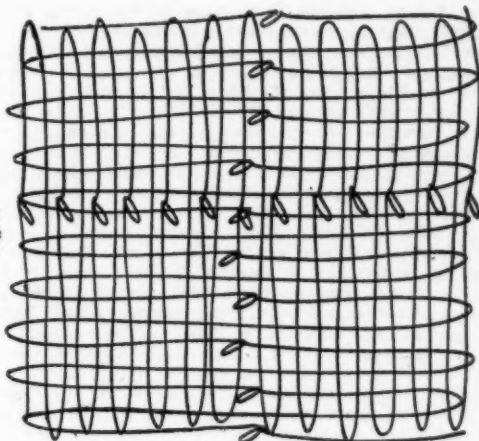


Fig. 2.

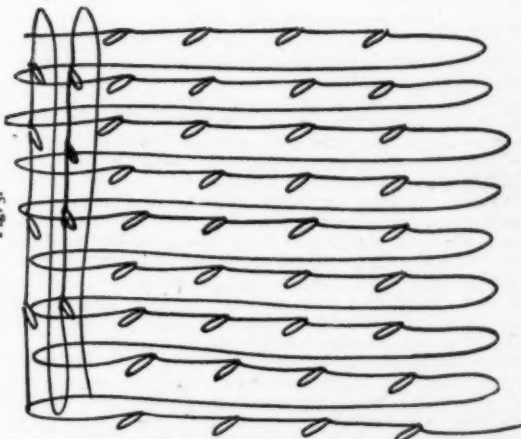


Fig. 3.

What shall be done? Twelve years ago, the San Francisco school board said, wisely too: "Teachers should not take up the children's time teaching them meaningless 'principles,' or having them write parts of letters or whole pages of isolated letters." I wanted to go to San Francisco, and shake each board member's hand. As that board failed to state just why these things should not be done, the writer of this article will give his reasons. There are two weighty reasons:

First: Teaching single letters compels constant raising of the pen, cutting up that continuous movement so necessary in writing, and which the teacher in question says her pupils "do not get."

Second: Teaching single letters propagates an error, inasmuch as it doesn't teach the true expression of lines, which is found only when letters are linked. For example: teach small c, a, n, singly. Each letter ends (singly) with a line not used when these letters are joined and made into the word can, except the final line of n. What is true of this word is true of thousands of words; in fact, about every word we write. "The true expression of lines is seen only when letters are joined."—(Appletons' new Manual of Writing.) There are normal schools in this country to-day teaching future teachers to go forth to spread this illogical method,

The fault as to movement teaching lies in ignoring the fundamental or primal movement, the lateral, and cultivating the lesser or secondary movement, the finger movement only. A reversal of this process, at least for several months at the beginning of the pupil's writing career, is the remedy. The lateral is the *basic* movement, the finger movement is accessory thereto. This teacher doesn't want to spend any time *unlearning* the finger movement; she needs to learn it, and teach it in the proper manner, or after considerable mastery of the lateral movement is secured. The finger movement is absolutely necessary in shaping the letters, with children up to the ages of twelve or fourteen (and to older persons if they write with the combined movement), when the "muscular" movement supersedes it naturally and easily as practice is kept up. Each of these movements is adapted to certain conditions or stages of development. To be explicit: the lateral movement, with finger movement added, is known by good writers as the "combined" movement. Figs. 2 and 3 were written with the "combined" movement. It is the proper movement up to a certain stage. In fact, I know famous penmen who never learned anything beyond it. The majority of penmen, however, write with the "muscular" movement, in which no use of the fingers is made, except to steady the pen. Figure 1 shows lines made by the lateral movement purely. It is this movement that beginners should practice three months,—six, if necessary,—before they attempt to do much regular writing. It is the only way, or exercise, by which we can get the upright poise of the hand, and the unbroken swing of the fore-arm, when writing. The strokes must be long—longer than these shown are better, so long that they can only be executed by swinging the fore-arm from the elbow as the pivot, and this long sweep cannot be made unless the hand is level, wrist clear, and hand running on the fourth finger nail mostly. Give young pupils anything shorter than these lines at first, and they get nothing back of the wrist joint for lateral motion.

To the Southern lady who writes for information, and all other teachers everywhere, I would say: Take about two or three weeks to get your seven-year-olds (scholars under this age have no business writing, I think, especially with ink) to hold the pen correctly and poise the hand. This means as hard work as is ever done; but *do it*. It will pay in the end. If you can get the pupils to grasp the pen properly, and poise the hand in two weeks, twenty minutes daily, you do well. If you don't know how yourself, get a good hand-book and learn how. *Don't practice any lateral movement till the hand is in position to be moved.* Get the engine on the track, right side up, before you set it going. I have visited a class to-day that has been practicing fig. 1 for four weeks, writing two such "squares" as is shown, on slips of paper 5 x 8 inches, an inch space between the two. The pupils slide their hands very freely, and make almost as good work as the figure shown. It is the easy way, if only learned in season. This class will take up fig. 2, and practice it a week; then fig. 3, and practice the thirteen short letters, as shown in these cuts, making them even closer together than shown in fig. 3. Commence with the first exercise; practice it one month, twenty minutes daily. Next introduce a small letter, explaining its characteristics, and weave into a drill as in fig. 2. Practice this faithfully. By degrees, add more letters, and lessen the length of the sliding strokes, as shown in fig. 3. Watch now, and see if pupils twist their hands from the wrist joint as the letters are brought closer together. If they do, then return to drill 1, and continue the long sweeps awhile. Keep this practice up long enough, and pupils get control of the hand, and do not desire to raise the pen, or twist the hand.

The usual method is to give pupils at the beginning, work requiring nothing but finger movement, calling for no arm swing. *This is wrong.* Teach the broad movement first, and most thoroughly. Gradually lessen the length of the lateral sweeps,—they are the same in kind, less in scope,—until reduced to normal spacing. While teaching these broad movements, you incidentally get in much form teaching. You teach the form of small *o*, for example, in fig. 2, just as effectively, as if you taught it singly, as has been the case with "leading systems" altogether too much. Teach letters joined, or words, as much as possible, and but little single-letter work. We do not see the small letters standing alone, only small *a*. We need to practice the letters joined, for here only the true nature of the joining lines is seen.

In a three months' drill on exercises like the three shown here, pupils are qualified to start in a copy-book. They may not have written much, in the teacher's mind, during this time, but they have laid a foundation for free movement that they will carry all through the succeeding grades, and never forget. It will prove a good investment of time. Copy-book practice now comes in to emphasize good standard forms. Tracing numbers are best for beginners. Copy-book practice gathers up the results of the previous movement practice, and is necessary. The *test* of the movement is when writing closer-spaced work, always. With the small letters, the twenty-six, practiced in connection with lateral drills, as shown in the lessons in THE JOURNAL since April last, any live teacher will not fail to get good results. The treatment of the capitals will soon begin in the "Live Lessons" series.

## A Bit of Experience.

By M. R. T., Brooklyn, N. Y.

It hardly seems fair to *receive* always, and never to *give*, hence this little account of the talks upon *ethics*, in my school last year.

Once each month I devoted a half-hour to these talks, making them as entertaining as possible, and also as instructive. They were thoroughly practical and simple, dealing with the points which, to my observation, seemed the *weakest* in the behavior and moral life of my pupils.

For the benefit of my fellow-teachers who may wish to try the experiment, I will give briefly the topics of the lessons:

*First Lesson.*—1. Always be particular about saying good-morning.

2. Boys should always lift the hat when they meet a friend on the street.

3. Be always careful to let a lady go first.

4. Children should be particular to introduce their acquaintances.

*Second Lesson.*—1. Never pass in front of any person.

2. Never look over a person's shoulder when reading or writing.

3. Three ways of being untruthful *i. e.*, it is possible to say what is so, and still not tell the truth; it is possible to say what is not true and yet be truthful; it is quite possible to *act* a lie without speaking a word.

*Third Lesson.*—1. Never *stare* at a stranger or friend.

2. Be careful about position when sitting.

3. Confess a fault and avoid sulking.

4. One glaring fault may spoil a life.

*Fourth Lesson.*—*Table Manners.*—We are judged by our behavior when away from home.

*True Honor.*—Three points touched upon: 1. Sacredness of a promise. 2. Gentleness. 3. See to it that we are capable and deserving of trust.

*Fifth Lesson.*—*Selfishness.* In always seeking the best for ourselves—instead of "in honor preferring one another." Avoid noise and roughness. "Study to be quiet."

*Sixth Lesson.*—*Character Building.*—Quotation from Longfellow "Our to-days and yesterdays are the blocks with which we build." Talk of the kinds of deeds we should build into our lives. Two things we should especially try to avoid are *disobedience* and *disorder*.

*Seventh Lesson.*—Not allowing personal defects or dislikes to influence our behavior; three instances cited.—Cruel and unkind treatment of a hunchback boy on the play-ground. A greeting for the teacher but none for a cross-eyed playmate. One child in the school shunned because disagreeable, or unpleasant, or unfortunate—and so the child is grieved and made unhappy. Actions often cut deeper than words.

*Eighth Lesson.*—The things we should study to correct are *our own faults*, not those of others. As we grow to be the kind of men and women that we are children, it is most important that we should form *good habits*—habits of honor and fairness.

I have regretted the cessation of these talks on ethical culture in THE SCHOOL JOURNAL, and hope they may be resumed, as I believe they will be helpful to other teachers, as they were to me.

## Their Last Year.

By PRIN. H. C. KREBS, Egg Harbor City, N. J.

Of all the duties that the teacher owes to her pupils, none is more pressing than that of giving specific moral instruction to those pupils who will leave school this year—her graduating class. Up to their last year, moral instruction may have consisted only of the lessons that arose through incidental occasions, and have been unsystematic; but now that this is to be their last year the class should be taught to know their duties, that they may be armored to fight life's battles, and hold steadfastly to the eternal pillars of truth.

No teacher has a right to send her pupils away from school at their graduation, like ships cast adrift on the wide sea, without furnishing them with sails, ropes, and anchor. Indeed, neglect to do this throws a great part of the responsibility of many a young man's ruin upon his teacher. Many a teacher sins more by omission than by commission; for has she not the making of men and women for her work? And if she neglects this, her plain duty, is she not to a large degree responsible for the results?

What is the first, last, and highest object of teaching? *To make good men and good women.* Intellectual training is beneficial only inasmuch as it enables us to comprehend and perform our duties.

It is presumed that pupils of sixteen have quite a sufficient amount of mental development to appreciate their accountability, and to understand the nature of life to the extent that they feel the need of thorough preparation for its duties. Most of the pupils have never thought of their duties in the light of the reasons therefor. Obedience, respect, and love to parents, if given at all



are yielded more from natural surroundings and associations than from clearly defined reasons. This is perfectly proper up to a certain age; but at that age obedience should be intelligent. The same holds true in relation to the other duties. Thought on duty can best be aroused by placing before the pupils imaginary cases, and asking their judgment upon what ought to be done under certain circumstances, and their reasons for the judgment. The writer will never forget the amount of discussion caused in his graduating class, in considering the following case:

"In time of war, imagine your father a general, pursued by the enemy. He takes refuge in the garret of your house. The enemy ride up to you, and ask you, 'Is your father in this house?' Now, provided you knew that by saying 'No' your father would be saved, what ought you to do, say 'Yes,' or 'No'? Would it be a lie to say 'No'? If so, would it be justifiable?"

"A gentleman, in conversation with you, asks you a question regarding your private affairs that you do not wish him to know, and that he has no right to ask. Should you say, 'Excuse me, I cannot answer that question?' Or, would you be justified in telling him an untrue answer to his question? Does the fact that he has no right to ask such a question confer upon you the liberty of telling an untruth? Would such an answer be a lie?"

"A burglar is trying to enter your room. He has already opened the window, and is about ready to spring into the room, when you discover him. You seize a revolver, and kill him on the spot. Will the law justify your action? Will it be quite right morally? Provided you knew his intention was merely robbery, would not his life be worth more than a few dollars of money? Should you not employ other means before resorting to a deadly weapon?"

"A man sits behind a hedge with a gun. A rich man passes by in ignorance of the presence of the man in ambush. The concealed man quietly raises his weapon, takes good aim, when snap! the cap does not explode—the man walks on in peace, not knowing of the attempt made on his life. Is the man who made the attempt guilty of murder? Is he just as guilty as if he had actually killed the rich man? Would there be a difference between the view of his offence taken by law and that taken by God? In what does the guilt of an action consist?"

In this way the minds of the pupils can be directed toward the consideration and discussion of moral questions—they comprehend their duties more and more clearly, and receive a strong impetus toward the attainment of a noble, thoughtful manhood.

## Ethics in Common Things.

QUESTIONS FOR THE TEACHER.

By an EX-PRINCIPAL.

The teacher so often asks questions of his pupils that it will be proper to ask him some questions.

Do your pupils all speak the truth? I mean by this to suggest to you that the atmosphere of your school-room should be one of fair and square dealing, that you have not met for any jugglery or veneering. I have said, speak the truth, but I mean do the truth just as much, for "truth is truth in word or act." If I look at the blackboards, the slates, or the writing books and see scrawls instead of neat and accurate work, then I know that truth may be on the lip but not in the heart. Truth means accuracy, neatness, elegance, and beauty. Truth means promptness also, but that leads me to ask:

Do your pupils put their minds into their labor? Do they strive to be prompt and orderly in obeying the signals to come and go from their classes? Do they struggle to the recitation bench and throw themselves down on it? Look at the desks, look at the floor for bits of paper, and you will know whether they have been properly trained.

But do not stop there. When I was a boy at school our teacher (a lady) had us all march in front of her desk and place our two hands, palms down, before her on it; at a glance she took in the condition of the finger nails. I have not forgotten that part of her instruction to-day. So I ask you, do you know the condition of the hands, of the shoes, of the clothing, of the hair and teeth of your pupils? Perhaps you say you have no mat, no scraper, no broom; it is your fault then. Do not fail to go to your trustee and get them; tell the pupils, too. They will stir up things for you and make it lively for that trustee, if you will let them.

Do your pupils address you respectfully, and each other? Do they take off their hats in the school-room? Especially do they do this when they come up to your desk? You don't think this important? I am more sorry for the pupils, than if you should say I cannot solve equations of one unknown quantity—for, teacher, you don't know where those pupils will turn up. Do you let them employ "Say, teacher," or "Hay"? I would rather hear "I done it" than "Hay."

Do you attempt to push your refining influence beyond the school-room? For example, do they mark on the fences with crayons they have borrowed (?) from the school-room? Do they

march down the sidewalks four abreast? Do they bully younger ones and get up a fight on the streets? Do they enter their homes with more moral elevation and courtesy than when they first knew you? Do they try to be of aid to their parents? Do they think more of church and Sunday-school?

Do they (I am now almost through) put "Is it right?" more foremost now than they did? Is that a question that constantly comes up? I don't ask if you can see little wings sprouting on the shoulders of your boys and girls; but I propose to find out, if I can, by the answers you give, whether you are giving a training to those boys that will make them able to get hold of the truth and use it, to resist temptation. Prepare them to be noble sons and fathers, and honored citizens in this world and the next.

## Miss J—'s Room.

By OBSERVER.

Miss J— believes her room in good order when each pupil is quietly and cheerfully attending to the business of the hour without interrupting or inconveniencing his neighbor. The lessons assigned are of such length that the slow pupils can complete them in a required length of time while, the bright ones are given extra work—something in which they take pride and pleasure in doing.

"What have you in your hand, John?" "My top, Miss J—." "Notice the color, size, shape, etc. Think what you do with it. Take your blank book and write all you can about tops." Miss J— might have waited until John got into mischief and then punished him, but that is not her way.

When a child wishes to leave this room, a note of excuse is laid on the teacher's table, and the child passes quietly out. Before intermission these notes are glanced over, and those who have lost time by absence, make it up at play time.

The children walk about quietly in Miss J—'s room and pass to the waste basket and deposit bits of paper without obtaining permission. If any take advantage of this liberty, this permission is withdrawn.

Before opening exercises Miss J— asks, "Who were absent yesterday?" "Will?" and "Edwin?" "You may ask those nearest to you where the lessons are for the day." This prevents whispering or taking the teacher's time after work begins. Five minutes' recess is given each hour for the thirsty ones. These "ways" of Miss J— do away with the old-time questions, "May I speak?" "May I go out?" "May I get a drink?"

As we look on, a little fellow is whispering, "Where is the Isle of Wight, John." (Certainly this is wrong, but not in the sense that lying or stealing is wrong. Whispering, like asking questions, is an annoying interruption to be avoided.) Miss J—, says (preposterous idea) that that whisper was partly her fault because at the last recitation in geography she should have helped the class with the advance map, which, to them, was a new and untried world.

In a general exercise, when Miss J— talks with and to the whole school, the class take and retain class positions. "I love to talk right into your eyes," she says, "and remember it is ill-bred to whisper, giggle, or move about when anyone is trying to interest or instruct you."

It is very pleasant in Miss J—'s room.

## The Chalk-Marking Habit.

It should be the especial duty of every teacher in the public schools frequently to remind the small boy of the importance of abstaining from indulgence in the mischievous practices of using chalk on everything that offers a surface where a chalk-mark can be made. This disregard of appearances is one of the peculiarities of the American boy, and it ought to be trained out of him at all hazards. This habit of defacement is not always the sign of total or semi-total depravity but is the result of thoughtlessness, and a desire of the child to do something rather than an intention to do wrong.

If every boy or girl who makes a mark on a brick wall was obliged to erase it, it would be one of the best ways to prevent a repetition of the evil; the difficulty of removing the thing would be apparent and perhaps the wrong of the act might be made equally plain. The ethics of scratching matches on walls—or rather of *not* doing it, may seem a homely application of conscientiousness; but it is just this kind of wrong doing that needs to be attacked by every teacher, as well as parent. To teach the school children what is due to the rights of others in small matters will be one of the surest ways to keep the future man or woman—especially the man—from leaving these scratches after him, wherever he goes, like a serpent trail.

K.

# THANKSGIVING.



## The Gifts of the Year :

### A Thanksgiving Exercise.

By OLIVE M. LONG, St. Paul, Minn.

(The school-room and platform should be decorated with all sorts of fruits and leaves that are appropriate to the season. The walls may be hung with branches of red leaves, or if they have all fallen, evergreen garlands may be used. The typical autumn fruits should have an important place,—and in one end of the room a large pumpkin may be placed, surrounded by leaves, and backed by a stalk of corn, if it is possible to get one. Ears of corn and strings of popped corn and cranberries may also be hung on the walls, and interwoven with the other decorations; and apples, either alone, or on branches, are very effective. Bunches of grapes of different colors, and raisins, have a beautiful effect, and any late fall flowers or red berries and rose-pips, are always pretty. A sheaf of yellow wheat or oats, with a sickle, is pretty and appropriate, either standing on the floor, or hung on the wall. A border of bright leaves or grain tacked around the edge of the platform gives a pretty finish to the decorations.)

The fruit used may be brought by the children, and either given back to them afterwards, or donated to poorer friends.

If it is possible there should be a curtain hung at the back (cutting off a portion for tableaux), and at one side of the platform, but if it is not practicable it may be dispensed with, and the tableaux either omitted altogether, or the characters in them may quietly enter and pose themselves. The platform itself should be especially decorated with as many leaves and branches and dried grasses as possible, to give it an out-door effect.

As the exercises open the school bursts into a Thanksgiving song, in the midst of which the Spirit of Plenty enters. Her costume should be a Grecian one, made of cheese-cloth, or any soft material that drapes prettily. Pale yellow would be the most appropriate color, but white will do. Her decorations should be in harmony with those of the room,—the neck of her gown and the edges of the flowing sleeves should be defined with autumn leaves, and a garland of leaves, or evergreen, may be securely sewed to a narrow piece of white cloth (so as entirely to cover it), and be loosely fastened about her waist as a girdle. She may carry a small sheaf of grain in one arm, and a basket of fruit in her hand. She should be crowned with a wreath of leaves and berries, such as the mountain-ash berries, or the wild thorn-apples.)

(As the song ends she steps forward.)

And thou bringest with thee the in-gathering of the harvest, the joyful time of plenty when the earth laughs in her riches so freely poured to all, and on thy other hand comes her companion, the season of Thanksgiving, when the dwellers of the earth send back their thanks for the unbounded largess received. Not only people, but all nature joins in the chorus, and we hear the joy of the season repeated in the voices of the birds, the winds, the rustling leaves, the whispers of the ripening grain. The fruits lay their gold at our feet, and the pumpkin shines for us like our own harvest moon.

(She steps back as there enters a girl decorated with pumpkin leaves.)

(These are made of stiff paper covered on both sides with green cambric or green tissue paper. They should be large, and the pattern may be made from a real pumpkin leaf, if possible, or copied and enlarged from any illustration. She may wear a little round cap, covered with yellow tissue paper to look like the half of a pumpkin. A green tassel, or point, in the middle of it to represent a stem, makes it still more effective.)

(She recites :)

O, greenly and fair in the lands of the sun,  
The vines of the gourd and the rich melon run,  
And the rock and the tree and the cottage enfold,  
With broad leaves all greenness and blossoms all gold!  
Yet with dearer delight from his home in the North,  
On the fields of his harvest the Yankee looks forth,  
Where crook-necks are coiling, and yellow fruit shines,  
And the sun of September melts down on his vines.

Ah! on Thanksgiving day, when from East and from West,  
From North and from South come the pilgrim and guest,  
When the gray-haired New-Englander sees round his board  
The old broken links of affection restored;  
What moistens the lip and what brightens the eye?  
What calls back the past like the rich pumpkin pie?

O, fruit loved of boyhood! the old days recalling,  
When wood-grapes were purpling and brown nuts were falling!  
When wild, ugly faces we carved in its skin,  
Glaring out through the dark with a candle within!  
When we laughed round the corn-heap, with hearts all in tune,  
Our chair a broad pumpkin,—our lantern the moon,  
Telling tales of the fairy who traveled like steam.  
In a pumpkin-shell coach, with two rats for her team!

—Whittier.

(As she ceases, and steps from the stage, the curtains at the back open, disclosing a tableau of Cinderella.)

(A large pumpkin is on the floor, and the fairy-story effect is heightened if two rats are harnessed to it. They may be cut and sewed from dark gray cambric, and stuffed with cotton or shavings. They should be large enough to be easily seen. Back of them stands the fairy godmother in long cloak and hood, waving her staff as if about to change them to prancing steeds. At her side stands Cinderella, in a poor gown, with disheveled curls falling around her face. Her hands are clasped in excitement, and she is bending forward in a pretty attitude of delighted expectation. If it is possible to get materials, the tableau may be made prettier by representing her as just having been transformed from the kitchen-maid to the ball-room beauty. She may then be shown in a trained dress as gorgeous as circumstances will permit, with high-puffed powdered hair, ornamented with strings of pearl beads, and the traditional glass slippers,—plain ones with silver paper pasted over them, peeping from beneath the edge of her gown. In most schools, however, the first tableau would be easier to prepare.)

(As the curtains close, three little housemaids trip in.)

(They are dressed alike in long aprons and caps, and girls should be chosen who have good voices. The first one carries a large spoon and a pan, the second, a rolling pin, and the third, several spice-boxes. They should accompany the song with appropriate gestures.)

(Air : " Three Little Maids from School.")

Three maids of a housekeeping turn are we,  
With implements ready for work, you see,  
Spoons and pans and a long recipe  
For the making of pumpkin pies.

1st girl.—Stir, and stir, till you stir long enough,

2nd girl.—Roll the crust so it won't be tough,

3rd girl.—Daintily season it,—this is the stuff

For the making of pumpkin pies,

All.—For the making of pumpkin pies.

All.—Listen and learn from us what we tell,—oh



Choose out a pumpkin big and yellow,  
Left till the sunshine made it mellow,  
Use it for pumpkin pies,  
Use it for pumpkin pies.

1st girl.—Cover the tins with the flaky crust,  
2nd girl.—Sprinkle the pie with cinnamon dust,  
3rd girl.—There's science and skill, and art, I trust,  
All.—In the making of pumpkin pies.

1st girl.—Be sure that the over is piping hot,  
2nd girl.—Put in the pie and spill it not,  
3rd girl.—Bake it until it is done to a dot,  
Beautiful pumpkin pies,  
All.—Beautiful pumpkin pies.

All.—Listen and learn from us what we tell,—oh,  
Choose out a pumpkin big and yellow,  
Left till the sunshine made it mellow,  
Use it for pumpkin pies.

(They trip out.)

Plenty.

The fruit trees have for a long time been whispering to the birds that the harvest time has come. Have you heard their songs of thanksgiving? Through the summer the apple tree has joyfully been breathing its thanks to its feathered friends for keeping away the insects, and to the wind and rain and sunshine for their bounty; now it as joyfully gives as it has received, and the air is filled with its invitation to a Thanksgiving dinner.

(Enter a girl decorated with apples, or carrying a basket of them. She recites:—)

Come, let us plant the apple tree.  
Cleave the tough greensward with the spade;  
Wide let its hollow bed be made;  
There gently lay the roots, and there  
Sift the dark mould with kindly care,  
And press it o'er them tenderly,  
As, round the sleeping infant's feet,  
We softly fold the cradle-sheet;  
So plant we the apple tree.

What plant we in this apple tree?  
Fruits that shall swell in sunny June,  
And redden in the August noon,  
And drop, when gentle airs come by,  
That fan the blue September sky,  
While children come with cries of glee,  
And seek them where the fragrant grass  
Betrays their bed to those who pass,  
At the foot of the apple tree.

And when above this apple tree,  
The winter stars are quivering bright,  
And winds go howling through the night,  
Girls, whose young eyes o'erflow with mirth,  
Shall peel its fruit by cottage-hearth,  
And guests in prouder homes shall see,  
Heaped with the grape of Cintra's vine,  
And golden orange of the line,  
The fruit of the apple tree.

—Bryant.

(At the close of the recitation, the curtains re-open showing a tableau of girls,—they may be the three little housemaids if wished,—sitting in pretty attitudes over a pan of apples, peeling them. One of them may be sitting on the floor, or on a lower stool than the others, and another may be holding up a very long p. ring in one hand,—showing it to the others,—and hold the knife and pared apple in the other. The curtains close, and after a moment open again, this time disclosing a tableau of Robin Hood's men, represented by boys dressed in Lincoln green, singing the chorus of "The Brown October Ale" from the opera of Robin Hood. As the music may not be easily obtained, and the green (cambric) suits more difficult than the other costumes, this tableau may be omitted.)

Plenty.

The squirrels have had their nutting parties in the treetops, and what they have left the old tree has dropped to the ground below for other hands to gather.

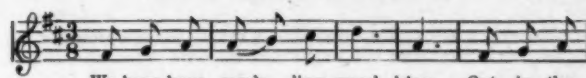
(Enter children with baskets of nuts and garlands of leaves in their hands. They wear big hats, and trip in, singing—)

We have been rambling, wand'ring,  
Out in the forest to-day,  
Catching the breath of the zephyr,  
That floats so light and gay.  
Tossing the bright leaves to and fro,  
Gathering nuts on the ground below,  
Lifting the curls from laughing brow,  
Now here, then far away.

Chorus.—Tra la la la, etc.

—Selected.

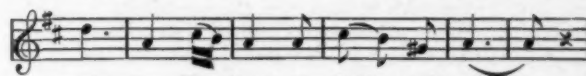
## "We Have Been Rambling."



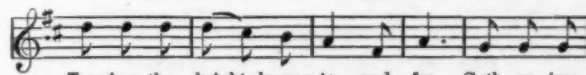
We have been ramb - ling, wand -'ring, Out in the



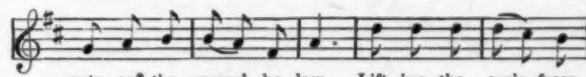
for - est to - day;... Catch - ing the breath of the



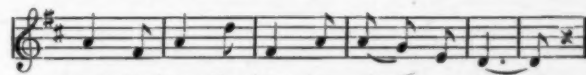
zeph - yr, That floats so light and gay,....



Toss - ing the bright leaves to and fro, Gath - er - ing

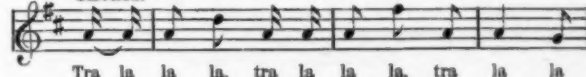


nuts on\* the ground be - low, Lift - ing the curls from

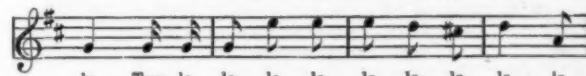


laugh - ing brow, Now here then far a - way....

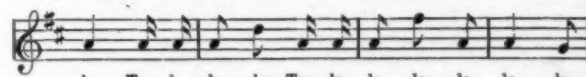
CHORUS.



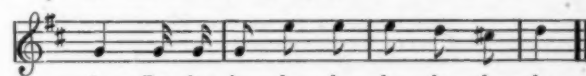
Tra la la la, tra la la la, tra la la



la, Tra la la la la la la la la la



la, Tra la la la, Tra la la la la la la



la, Tra la la la la la la la la la.

(Some pretty little marching movements may be taught them which they dance through, instead of walking.)

Plenty.

The first frosty nights bring the trees to other uses, and the warmth they have drunk in through the summer months goes out again to warm the fireside hearths.

(Recitation, by a boy or girl. He wears a cap, and carries a bundle of fagots.)

O helpless body of hickory tree,  
What do I burn in burning thee?  
Summers of sun, winters of snow,  
Springs full of sap's resistless flow;  
All past year's joys of garnered fruits;  
All this year's purposed buds and shoots;  
Secrets of fields of upper air,  
Secrets which stars and planets share.  
Light of such smiles as broad skies fling,  
Sound of such tunes as wild birds sing;  
Voices which told where gay birds dwelt,  
Voices which told where lovers knelt;—  
O strong white body of hickory tree,  
How dare I burn all these in thee?

—H. H.

Plenty.

And now the trees still standing in the woods have dropped their summer dresses one by one, waiting for the white cloak of the winter.

The birch, most shy and ladylike of trees,  
Her poverty, as best she may, retrieves,  
And hints at her foregone gentilities  
With some saved relics of her wealth of leaves;  
The chestnuts, lavish of their long-hid gold,  
To the faint Summer, beggared now and old,  
Pour back the sunshine, hoarded 'neath her favoring eye.  
The ash her purple drops forgivingly  
And sadly, breaking not the general hush;

The maple-swamps glow like a sunset sea,  
Each leaf a ripple with its separate flush.

—Lowell.

Nothing is left now to form even a scanty harvest-store for the hardy little birds who still linger near the bare branches. But as good-will and cheerful love warms the heart in the frostiest weather, so the live sap still thrills within the barren trunks.

(Recitation, by a girl. She wears withered leaves, and has a bunch of them in her hand.)

When Summer dies, the leaves are falling fast  
In fitful eddies on the chilly blast,  
And fields lie blank upon the bare hillside  
Where erst the poppy flaunted in its pride,  
And woodbine on the breeze its fragrance cast.  
And where the hawthorn scattered far and wide  
Its creamy petals in the sweet Springtide  
Red berries hang, for birds a glad repast  
When Summer dies.

Gone are the cowslips and the daisies pied;  
The swallow to a warmer clime hath bled;  
The beech has shed its store of bitter mast,  
And days are drear and skies are overcast,  
But love will warm our hearts whate'er betide,  
When Summer dies.

—Arthur G. Whitney.

Plenty.

The rustling leaves have carpeted the roadsides and by-paths, and lie cuddled together in whispering groups, ready to join the windy revels of the wood-fairies. The cricket sings in the hedge.

And out in the open fields the stubble-plains show that there too the completed year has not failed in the golden fulfilment of its promises. See how the yellow changes to long lines of black as the plough passes over it.

(Recitation,—by a boy.)

At last the sower's work is done.  
The seed is in its winter bed.  
Now let the dark brown mould be spread,  
To hide it from the sun,  
And leave it to the kindly care  
Of the still earth and brooding air.  
The tempest now may smite, the sleet  
All night on the drowned furrow beat,  
And winds that, from the cloudy hold  
Of winter, breathe the bitter cold,  
Stiffen to stone the mellow mould,  
Yet safe shall lie the wheat;  
Till, out of heaven's unmeasured blue,  
Shall walk again the genial year  
To wake with warmth and nurse with dew  
The germs we lay to slumber here.

—Bryant.

(The curtains open, showing the tableau of "The Sower." A boy, in rough clothes, copied as nearly as possible from Millet's picture,—if that can be obtained,—stands in the attitude of scattering grain in the old-fashioned way.)

Plenty.

Among the last of the fruits to be gathered in to swell the abounding store, is the Indian corn, standing in long ranks, with the green banners of late summer just changing to the golden pennons that accompany the harvest moon.

(Enter the Corn-spirits. There may be only three, though a group of ten would be prettier. They are dressed in long, straight green dresses,—which may be made of cambric with the dull side out,—with tassels of pale yellow tissue-paper fastened on one shoulder and on other parts of the dress. They wear green caps (over flowing hair), with green floating corn-leaves in them, and still longer ones should be fastened in the belts and the front of the dress, so as to wave over both shoulders. The leaves may easily be made by pasting dark green cambric, of the same color as the dress, on both sides of heavy manilla paper. Flour paste should be used, and while it is still wet, the paper should be pressed with a hot iron, which will make them very stiff. After they are thoroughly dry the leaves may be cut out,—about four inches wide and several feet long, and tapering at the end. They are to be folded through the middle and pressed with an iron to give the crease of the mid-vein. If they droop, a stiff wire sewed along the middle fold, will revive them.)

(Exit Plenty.)

(As the Corn spirits enter with a slow, sliding step they group themselves in two rows (if there are enough), and they continue a slow rhythmic swaying in time to the music throughout their song. The words are set to the air of "Come, little leaves," but they may also be sung to other waltz-airs, such as the one on page 116 of Loomis' Glee and Chorus Book.)

#### SONG OF THE CORN SPIRITS.

We are the corn-spirits, clothed in green,  
We hold the ripe kernels that none have seen;  
The gentle winds sing to us overhead,

The golden sun shines on us, big and red.

Long have we grown in the friendly earth  
In whose soft darkness we had our birth;  
Slowly we grew from the tiny sprout  
Till in our ripe glory our plumes wave out.

Green wave our plumes in the autumn haze,  
Turning to gold in the shortened days;  
The red harvest moon sends its bright beams down  
To change our green tassels to ripened brown.

First Corn-spirit.—Hush! I hear the song of the harvesters.  
Second Corn-spirit.—'Tis the call of the wild geese in their rushing flight, or the red-breast's note.

Third Corn-spirit.—The red-breast has been our friend for so many months.

"The red-breast still is heard to fling  
His music forth; and he will cling  
To Autumn till the winds bereave  
Her yellowing trees, nor will he leave  
Till winter finds him shivering

In country lanes."

First Corn-spirit.—But this is not the robin's note. Listen!

(The peasants' song is heard from without, and the peasants dance in,—boys and girls,—two by two. The boys wear blouse waists, and knee-trousers with ribbon bows at the knees. They should have low shoes, or slippers, with buckles which are made of pasteboard and covered with silver paper. The girls wear white full waists, and short skirts trimmed with a band of contrasting color. They should have a gayly-colored girdle or bodice, made like a broad belt, and pointed in front and back. A pretty combination is a red bodice, and black or dark green skirt with a red band, but other colors will do as well. They also wear slippers, and broad hats. Their hair may be flowing, or worn in two braids. They form in groups in front of the corn, and pass and re-pass as they sing.)

Air: "My Loved Guitlar." (College Song.)

It is the happy harvest time, the sun is sinking slow  
As homeward from our daily toil with merry hearts we go,  
And as we gaily dance along, with hearts so light and free,  
We sing our happy even-song in joyous harmony.

—Selected.

(The air changes to "Auld Lang Syne" and they sing.)

Heap high the farmer's wintry hoard!  
Heap high the golden corn!  
No richer gift has Autumn poured  
From out her lavish horn!  
Let other lands, exulting, glean  
The apple from the pine,  
The orange from its glossy green,  
The cluster from the vine.

All through the long, bright days of June  
Its leaves grew green and fair,  
And waved in hot midsummer's noon  
Its soft and yellow hair.  
And now, with autumn's moonlit eves,  
Its harvest-time has come,  
We pluck away the frosted leaves,  
And bear the treasure home.

—Whittier.

(While they are singing the last lines of the song the corn-spirits silently depart, and at the close the peasants form a circle, in which they dance around for a moment before they break up into couples and dance out.)

As soon as they are gone, three or four small children enter carrying ears of pop-corn, and poppers and pans. They are decorated with strings of the popped corn. They merrily seat themselves on the floor (or they may carry in with them little stools), and shell the corn into the pans, singing,

(Air: "With a rig-a-jig-jig, and away we go.")

We shell the corn for a pop-corn ball,  
The kernels rattle as they fall.  
It's fun for us and fun for all;  
We merrily shell the corn.

The kernels grow in a little row,  
It's time for them to come off, you know,  
So into the pan they clattering go,  
We merrily shell the corn.

(They pour the corn from the pans into the corn-poppers.)

The firelight flickers through the room,  
It lights the fleeting spots of gloom,  
The pop-corn bursts in snowy bloom,  
As we merrily pop the corn.

(They shake the poppers in time to the singing.)

Pop, pop! The red coals make them pop!  
The little ones under, the big on top;  
Against the lid of the pan they hop:  
We merrily pop the corn!

(They repeat the last stanza, as they rise and dance out, carrying their poppers and pans with them.)



## Songs for Thanksgiving.

By LETTY STERLING, Oakes, N. Y.

(The following songs have been written especially for THE JOURNAL, for Thanksgiving, and have been adapted to popular airs, with which the children are familiar.)

## Reward of Labor.

TUNE: "Ring the Bells of Heaven."

Hearts and voices blended in a grateful song,  
Happily we're going on our way;  
Thoughts to us are coming as we march along,  
Of the good we're finding every day.

*Chorus.*—Grateful, grateful are the songs we raise,  
Joyful, joyful are our notes of praise,  
For we're bearing with us all along our way  
Gifts that do our daily labors pay.

Many sheaves we gather from our labor seeds,  
Many joys from doing duty grow;  
And the kind rewarding of our little deeds  
Makes our souls with music overflow.—*Cho.*

Sweet the gift of labor, sweet it is to feel  
That we have the power to create;  
And results of toiling unto us reveal  
Ways in which to open Blessing's gate.—*Cho.*

Pleasant are the bounties coming through our work,  
Dear are all the prizes that we gain;  
Gratitude we'll prove by trying not to shirk,  
Then there'll be no tares among our grain.—*Cho.*

## Thanksgiving Song.

TUNE: "Beulah Land."

Our voices meet in happy chime  
At this the yearly thankful time;  
To show our gratitude we sing,  
Far sweeter strains we fain would bring.

*Chorus.*—Thanksgiving day! Thanksgiving day!  
'Tis then our nation tries to pay  
Its heavy debt of gratitude  
For bountiful supplies of food,  
And richest blessings that expand  
To cover all of Freedom's land.

Throughout our country's breadth to-day  
Prosperity is holding sway,  
And marvelous events we track  
In all its history, looking back.—*Cho.*

We'll light our hearts these gloomy days  
With sweet contentment's cheerful rays,  
For mercies prove our thankfulness  
By useful lives that help and bless.—*Cho.*

## Fill the Baskets.

TUNE: "Whosoever Will."

With a share of goodies all the baskets fill;  
To the poorer people carry them we will;  
Thus, with loving-kindness, we the murmurs still,  
Make a glad Thanksgiving day.

*Chorus.*—Fill the baskets up! Fill the baskets up!  
Bid the hungry, hungry people freely sup;  
Give to them a swallow from your spilling cup,  
Make a glad Thanksgiving day.

Blessed more are givers than the ones who get;  
Loving self-denial never brings regret;  
Dainties of the feast-time near the hungry set,  
Make a glad Thanksgiving day.

Like a ray of sunshine to the dwellings rude  
Come the laden hampers packed with savory food.  
Will you not be causes of the gratitude,  
Make a glad Thanksgiving day?

Doing good to others bringeth happiness;  
Giving of our bounty doth that bounty bless;  
Every cheerful giver will the joy confess,  
Make a glad Thanksgiving day.

## A Song of Gladness.

TUNE: "Solomon Levi."

O gladly, on Thanksgiving day, bright happy songs  
we sing,  
For gratitude can make the words with joy and  
sweetness ring.  
We look about on every hand and lo, we nowhere turn  
But that rich bounties make our hearts with  
thankful feelings burn.

*Chorus.*—

Joyful Thanksgiving, joyful, tra la la la!  
Joyful Thanksgiving, tra la la la la la la!  
We welcome dear Thanksgiving day with music and  
with cheer.  
It shows to us its smiling face but once in every  
year;  
We welcome dear Thanksgiving day and while we  
gaily sing,  
Our hearts with voices sweetly blend and greeting  
tribute bring. (*Repeat.*)

(The second verse with its "goodbye," may be sung at the close of the exercises of Thanksgiving day.)

The light of every holiday must surely have an end,  
And stopped must be the mirth and glee where friend has met  
with friend;  
But down through all the coming years we'll carry memories,  
And so the brightness of these hours will in the future please.

*Chorus:*

Joyful Thanksgiving, joyful, tra la la la!  
Joyful Thanksgiving, tra la la ———  
We say good-bye, Thanksgiving day, so full of light and cheer,  
Come show to us your smiling face in every future year;  
We say good-bye, Thanksgiving day, and while we sadly sing,  
Our hearts with voices sweetly blend and parting tribute bring.

## Songs for the Little Ones.

## Song for the Hands.

TUNE: "Little Brown Jug."

Clasped in front and overhead,  
Then to shoulders safely led,  
Placed on hips, upon the knees,  
Hands can move just as we please.

*Chorus.*—Softly clap, clap for glee,  
All the changing movements see;  
Softly clap, one, two, three,  
For our hands we'll grateful be. (*Repeat.*)

## What Little Folks Can do.

TUNE: "Jolly Old St. Nicholas."

Little songs, all full of joy, little lips can sing;  
Little voices, soft and sweet, may their tribute bring;  
Little verses can express what we wish to tell  
Of a loving care that keeps little folks so well.

Kindly on us little ones beams a Father's smile;  
Tender care and watchfulness guard us all the while;  
For the pleasant things we have, clothing, shelter, food,  
We would, in our happy songs, show our gratitude.

## Motion Song for Thanksgiving.

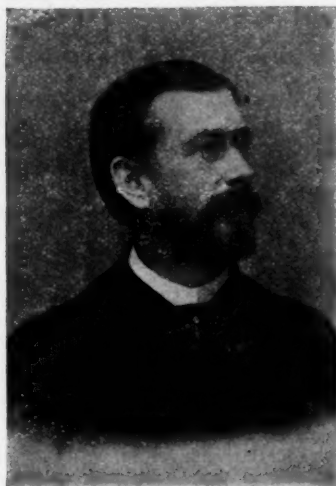
TUNE: "Tramp, tramp, tramp."

We are stepping with our feet, they are firm and  
strong and fleet;  
Ought that not to make our hearts with joy o'erflow?  
They will take us without fail up the hill or through  
the dale,  
Into all our paths of duty they will go.

*Chorus.*—

Yes, yes, yes, to-day we're thankful (*nodding heads*),  
No, we'll not ungrateful be (*shaking heads*);  
But will use our limbs so strong for the work  
that comes along (*swinging right foot*).  
Walking in each way of duty we can see (*swinging  
left foot*)

## The Educational Field.



Prof. F. V. N. Painter.

The subject of this sketch, was born in Hampshire county, Va., April 12, 1852. He was graduated at Roanoke college, Salem, Va., in 1874, with the first honor of his class. He afterwards completed a three years' course in the theological seminary at Salem, and in 1878 was ordained to the ministry of the Lutheran church. The same year he was called to the service of his *Alma Mater* as instructor in modern languages. After spending a part of the next three years in study in New York, at Amherst, and in France and Germany, he was elected professor of modern languages, which position he at present holds.

He has given much time to the study and discussion of educational questions. In 1883, a few weeks before the famous address of Charles Francis Adams at Harvard, he published a pamphlet entitled "The Modern, versus the Ancient Languages," in which he contended that greater prominence should be given French and German in our colleges. In 1884, he read before the Modern Language Association in New York a paper advocating a "modern classical course" in American colleges, to be co-ordinate with the ancient classical course. The association formally approved the plan, which, though at the time regarded by some as radical, has since been adopted in Roanoke college and many other institutions. Two years later he was again invited to address the Association in Baltimore, when he presented a paper on "Recent Educational Tendencies in their Relation to Language Teaching."

A warm friend of popular education, he conducted, for several years, summer institutes in Virginia and West Virginia. Through his efforts was organized, in 1884, the Virginia Teachers' Reading Association, of which he was president for several years. With a large membership and an excellent course of study, it exerted no small influence upon the educational progress of the state.

In 1886, his "History of Education" appeared in the International Education series. It has passed through many editions, and been adopted in a large number of normal schools and reading circles. His "Luther on Education" was published in 1889, and comprises, besides a translation of the reformer's principal educational writings, a number of chapters serving as a historical introduction. It has had a good sale.

He has not confined his studies, however, to the sphere of pedagogy. He has written a work on "English Literature," and also one on the "History of Christian Worship," which it is believed will supply a gap in our theological literature. He is a frequent contributor to the educational and religious press of our country.

The Kansas City *Journal* in commenting on the action of the Chicago school board in refusing to elect Miss Sweet, says of the women educators in that state and elsewhere:

"There are numbers of women school superintendents in Kansas, who not only earn their salaries, but who have proved themselves to be the 'right men in the right place.' A Miss M. E. Finnegan, up in Montana, is a county school superintendent who has jurisdiction over an area of 27,500 square miles, and there is no complaint about her bending twigs the wrong way in all her perambulations through the sage brush therein. Miss Alice Cavanaugh holds a like position in the same state where she has the freedom of a range covering 30,000 square miles. Chicago ought to be ashamed of itself."

The state of New York has passed a law entitled, "An Act for the encouragement of common schools and public libraries." This act took effect May 14, 1892. Under this law, money raised by any public school for library purposes, the state will duplicate. That is, if a school raises one dollar, the state gives it one dollar. Teachers can raise money by subscriptions, exhibitions, or they may get it appropriated. The books purchased shall consist of reference books for use in the school-room, such as dictionaries, encyclopedias and also pedagogic books as aids to teachers, suitable supplementary reading books for children, or books relating to branches of study being pursued in the school. The state has directed that the sum of \$55,000 be used for this purpose, annually. A clause in the law reads, "And no city or school district shall share in the apportionment unless it shall raise and use for the same purpose an equal amount from taxation or other local sources and shall also comply with the requirements of the superintendent as to care of such libraries and otherwise. Each city and school district in the state is authorized to raise moneys by tax in the same manner as other school moneys are raised, or to receive moneys by gifts, or devise for starting or extending or caring for the school library."

Drexel institute has just been opened full of promise and enthusiasm. To the question, Where are the teachers of industrial education to come from? Drexel institute gives a complete answer. There are eight divisions of work, in the department of lectures and evening classes; the art and scientific departments, that of mechanic arts, that of domestic economy, the technical department, embracing applied electricity, machine construction, mechanical drawing, photography, house decoration, wood carving, cookery, millinery, and dressmaking. There is also the business department, providing thorough training in stenography, typewriting, bookkeeping, business forms, and correspondence, with familiar lectures on terms and operations of manufactures, commerce, finance, and law. The department of physical training, with lectures, gymnasium, and thorough personal instruction, affords especially to women superior opportunities for the best physical culture. Most important of all, perhaps, is the normal department for the special training of public school teachers in elementary art instruction, manual training, domestic economy, physical culture, cookery, sewing millinery, and dressmaking.

Supt. Charles A. Daniels of Malden, Mass., has a teachers' training class, and so efficient have been the teachers who have been among its pupils that the school board has adopted the rule that no teacher shall be engaged for any grammar or primary school in Malden, unless she is a graduate from the training class, or from a normal school, or has had a successful experience of at least two years in other schools. The graduates of this class are among the best teachers in the Malden schools, and even exceed in excellency those who have a two years' normal school training.

The class meet Mr. Daniels one afternoon in each week. The class work consists of reading and a discussion of the books read during the week. This is supplemented by a talk on the science of pedagogy by the superintendent. Among the books used are Herbert Spencer on Education, Fitch's Lectures on Teaching, and Page's Theory and Practice. During the latter part of the year, psychology is studied. The books used are Mind-Studies for Young Teachers, by Jerome Allen, and Browne's Elements of Psychology.

The most useful part of the year's work, however, is the practical training. Each pupil is supposed to give her entire time in the schools. She is to spend a month as assistant in each grade from the ninth to the graduating class. In this way she sees every phase of the work, becomes acquainted with the methods of all the teachers, and what is more important than all, attains a knowledge of discipline over children that cannot be acquired in any normal school.

Agassiz was once asked to write a text-book in zoology for the use of schools and colleges. Of this he said: "I told the publishers that I was not the man to do that sort of thing, and I told them, too, that the less of that sort of thing which is done the better. It is not school-books we want, it is students. The book of nature is always open, and all that I can do or say shall be to lead young people to study that book, and not to pin their faith to any other."

The Tuskegee (Ala.) normal and industrial institute (for colored students) is doing an excellent work for the South. There are now 511 young men and women in the institution, under 34 officers and teachers, receiving industrial and mental training; half of this number are girls. Instruction is given in 18 industries. Thirteen Southern states are represented in the school, which is undenominational, and hundreds have been refused this year for want of room.

To inculcate Christian principles and the ability for self help is the avowed purpose of this school. In evidence of the latter, 16 out of the 18 buildings on the ground have been built by



students who have been paid for their labor, and 800,000 bricks have been manufactured by students during the last spring and summer. More money is needed to carry on the school. \$50,000 is needed from the public annually; \$50 is the price of a scholarship which pays for the tuition of one student for a year.

The senior class of the Wharton school, University of Pennsylvania, has a new plan for graduating exercises. Realizing that the long-suffering audiences of such occasions everywhere in the past have been terribly bored by the long-drawn-out graduating essays, they have devised the original plan of preparing a novel volume of statistics of the city of Philadelphia in place of the graduation theses. There will be over thirty chapters, each the work of one student, and the subjects treated will embrace the growth and nature of the population, statistics of births, deaths and marriages, value and kind of manufactures, system of education, government, politics, commerce, prisons, charities, and religious denominations.

Welcome to the innovation of the regulation essay; but *statistics* in place of "Evolution of Man" is not a very alluring substitute. The pens will have to be held by geniuses, and dipped in fire to brighten up statistics of even so fine a city as Philadelphia. Will not some other school begin thus early to prepare something else for these spring occasions that everybody will be glad to hear?

Free elementary education is making progress in England. In Liverpool, the board issued the following circular to parents and guardians: "The board desire to remind parents that, under the Elementary Education Act, 1891, it is now open to any person to require free education for his children; and that it devolves upon the school board to see that provision is made accordingly, either in voluntary or in board schools. If you wish your children to be educated at a free school, you are requested to inform the head master of a school to that effect, either personally or in writing, when arrangements will be made as speedily as possible to meet your wish. Whether that or some neighboring school will be made free, will depend upon the number and residences of parents expressing a wish for a free school." The result of this circular has been that very large numbers have applied for education free, sending their children to school without the fee.

At the opening of a new school in Edinburgh Scotland, there was a good deal of speech making. Prof. Masson said: "Teaching has been a great profession," and other things that would not have been said ten years ago. He was followed by Andrew Carnegie, who said: "I think that of all the professions that of the teacher is the one that really does the most good and receives the least reward in this world. We may take the minister who teaches, but he has the great privilege of appearing so much on a public stage, and he has also the inestimable privilege for a Scotchman that he can speak without being contradicted. We may take the barrister or the editor; they are before the public. There is great temptation in these professions: vanity, conceit come in. But the teacher works quietly, secretly, in his school. He receives less compensation, less recognition, and yet, I venture to say, the teacher's work is most important of all. Even the sculptor is shown by his works, the author by his books, but the teacher has less of recognition by the public than the members of any other profession. If ever I sit on a committee for admitting men to Paradise—and I think I shall be on some committee or other—when the school teacher comes before me, I shall think that the words of Him who said 'Inasmuch as ye have done it to one of these little ones ye have done it unto Me' have special application to the profession of the teacher."

A year ago the first high school for girls was opened in Reykjavik, Iceland, details of which are just now becoming known, so slow is communication with this isolated country. The school was started with fifteen girls, as many more being refused from want of funds. The curriculum is peculiar, embracing tailoring, slojd (whatever that may be), Icelandic language and literature, English, Danish, arithmetic, history, geography, singing, and writing. Cooking is also taught. The tailoring department is most important, but as there are no tailors in Iceland except a few in Reykjavik, women have to make the men's clothes as well as their own. The high school is perforce a boarding school, as the pupils come from distances taking from three to fourteen days' travel.

The Patriotic League aims to educate young people to be patriotic citizens. A good many educators like Thomas Balliet encourage it. "Circles" are to be formed and such topics as "Why have government?" "Why educate?" will be discussed. The *Tribune* well says: "There ought to be a large potency for good in the 'Patriotic League.'" Undoubtedly it has come at the right time to aid in solving important questions.

## Columbus Day Echoes.

This is the way the Morse school in Washington, D. C. (Miss King, principal), celebrated the day.

At nine o'clock the playground was gay with flags, which marked the line of march for the pupils from the building to their position during the exercise. In line at the gate stood the color-guard of eleven boys, waiting the arrival of the detail of veterans. At half past nine they approached in uniform, and were met by the guard and escorted to the principal who received them. Then came the procession from the building in two long parallel lines till all were in their places, facing the flag. In front, were seated the veterans, the master of ceremonies—himself a veteran,—the chaplain of the day, and the musicians. At the left the color-guard stood in line.

The master of ceremonies called "Attention," and read the proclamation of the President. Then the veterans raised the flag, which was cheered and saluted by the school, who pledged allegiance to it as the symbol of an indivisible nation. Then followed the singing of the children (accompanied by the music of the cornet), and the prayer and reading, during which all stood with uncovered heads. At the close several of the veterans made brief addresses. Their words were well chosen and the earnest attention of the children showed that they were appreciated. One asked the children to repeat to him again the words of the pledge. This was done clearly and distinctly, some of the little ones making funny left-handed attempts to include the salute and other gestures. The speaker talked of the meaning of this pledge, then closed the exercises by calling for "Three more cheers for Old Glory." The school and audience responded heartily. The children went to their homes full of enthusiasm for the flag, and with a feeling of being in touch with its defenders; and the teachers felt that the solution of the problem, how to teach patriotism in our schools, has been completed.

An interesting well arranged "Columbian Leaflet" has been received, prepared by the class in the United States History in Louisville female seminary. The girls ranged from twelve to fifteen years of age, but the work would be a credit to much older pupils. "They are deeply interested in their study of our dear land," writes their teacher.

Supt. Edward Burgess of Poughkeepsie schools (N. Y.) sends a handsome "Memorial Card" in colors, which will be a valued souvenir in the days to come. Below a graceful design in scroll work, delicately tinted and ornamented with the flag, are these words:

"Presented to ——— by the Board of Education, as a Memorial of Columbus Day, and as a reminder, when grown to Manhood or Womanhood, always to be faithful to the Flag of our beloved Country."

In Grammar school 61, New York city, Wm. H. Traud, principal, there was a fine program rendered by the school. Gen. Franz Sigel made a stirring address to the school on patriotism and Columbus. Col. Schilling, and several veterans from the Eighth regiment unfurled the flag with fine military effect. Colonel Schilling made the address. T. Mason Oliver also spoke, and the occasion was presided over by Dr. A. T. Brugman.

It will be remembered that in this school is produced the little printed paper, *Our Own*, which is still actively alive, and produces an annual income of a hundred dollars with which they have started libraries for each department.

The schools of Trenton, N. J., have kindly sent interesting programs of the day's observances. It has been a source of pleasure to see so much of the material furnished by THE SCHOOL JOURNAL, used in the day's exercises.

Fifty-seven Esquimaux, who come to exhibit at the World's fair, reached Chicago recently in a car sealed by the United States Customs officers at Boston. There was a freight car also containing twenty Esquimaux dogs, four puppies, a number of seal-skin kyacks, a komatik, or sled; a sealskin tent, several barrels of seal oil and blubber, a lot of green skins to be made into garments, dried deer and seal meat, and a lot of walrus and fish bones to be manufactured into trinkets. The party comprises twelve families, men and women, boys and girls, and some babies. These Esquimaux come from the northern part of Labrador. They wear seal costumes, are short and muscular, and are intelligent looking.

"Live Lessons in Writing" by Prof. Lyman D. Smith, which appear in serial form in THE JOURNAL, are thus regarded by a prominent Ohio teacher:

"I appreciate most highly the lessons Prof. Smith is giving in penmanship. My honest convictions are that he is head and shoulders above any who attempt work of this kind. We practice his exercises in our schools with excellent results. We hope he will be encouraged and continue the good work, for we are all stronger and better for his assistance." W. H. B.

Some of the school-houses in Chicago during the months of July and August, 1893, will be fitted up as dormitories for the use of the school teachers of the country during the fair. The advantages of these buildings will be offered to women teachers of small salaries, who are able to obtain day board in the vicinity, at the nominal price of 25 cents per day for lodgings. The schools will be selected with reference to their convenience of access to the exposition or to car lines connecting with the grounds. The buildings must be insured, seats removed and replaced, and schools returned in good order without expense to the city.

There will be preliminary expenses, certificates will be issued to lady teachers for the sum of \$1, which certificate will entitle the holder to rent a cot in one of the dormitories at 25 cents per night for a term not to exceed two weeks. (The time is limited in order that as many teachers as possible may enjoy these privileges.) So that there will be room enough for all.

### New York City.

William Swinton, the author of many school text-books, died suddenly in New York City, Oct. 24.

Mr. Swinton was born in Salton, near Edinburgh, Scotland, April 23, 1833. He was educated at Knox college, Toronto, and at Amherst, where he was a member of the class of '57. His father intended to make a Presbyterian minister of him, and in 1853 he began to preach, but he afterward adopted the profession of teaching, in which he was singularly successful. Both orally and in his books he showed his genius for teaching. His first great financial success was won with "Swinton's Outlines of the World's History," which was written while he was professor of English in the State University of California. This was followed by "Swinton's Primary History of the United States" and a "Condensed History of the United States." Then he came back to philology and published "Swinton's Word Book" and "Swinton's Word Primer," both of which were new kinds of spelling books. He also published a "Word Analysis," which was a text-book on etymology.

The style of all these books was original and extremely popular. In all of his books he presented the subject matter differently from anybody who had preceded him. He also published a series of school geographies and reading books which have maintained an equal popularity. "Swinton's Language Lessons," a series in grammar, rhetoric, and composition, originally published about 1877, have reached great sales and popularity.

Mr. Swinton was a man of great energy exerted unevenly. He would frequently work for twenty-four hours at a stretch and then do no work at all for a week. He is said to have written his "Primary History of the United States" upon paper held on his knees during a railroad ride from San Francisco to New York. He was one of the few book-makers who have made of their books a financial success. It is estimated that his royalties reached the sum of \$25,000 a year.

The statement made in THE SCHOOL JOURNAL of Oct. 15, that the School of Pedagogy "requires the time of the teacher on Saturdays" is incorrect and misleading. From Monday to Friday six classes are met by the professors on each day. On Saturdays there are nine classes. Will you kindly give place in your columns to this correction. Very truly yours,

EDWARD R. SHAW, Professor.

*School of Pedagogy, University of City of New York.*

[The reference to the time taken was an incidental one; the article aimed to show there was a marvelous increase in the study of education.—E.D.S.]

### Fall and Winter Associations.

Massachusetts Teachers' Association, Springfield, Thanksgiving week.  
 Montana State Association; Missoula, Dec. 27-29.  
 Iowa State Association; Cedar Rapids, December 27-29.  
 Illinois State Teachers' Association; Springfield, December 27-28-29. George R. Shawhan, Urbana, Pres.; Joel M. Bowlby, Metropolis, Sec'y.  
 Connecticut State Teachers' Association, Meriden, October 28-29. W. F. Gordy, Hartford, Pres.; Joseph R. French, New Haven, Secretary.  
 Rhode Island Institute of Instruction, Providence, Nov. 3, 4, 5.  
 Minnesota State Educational Association, St. Paul, Dec. 27-29.  
 Indiana State Teachers' Association, Between Christmas and New Years.  
 Address Prof. J. N. Study, Richmond.  
 Nebraska State Teachers' Association, Lincoln, Dec. 27-29.  
 South Eastern Nebraska Educational Association, Beatrice, last week in March.  
 New Hampshire State Teachers' Association, Plymouth, Oct. 28-29.  
 Wisconsin State Teachers, Madison, Dec. 27.  
 Washington State Teachers' Association, Tacoma, Dec. 27.  
 Colorado State Teachers' Association, Denver, Dec. 28, 29, 30.  
 North Dakota State Teachers' Association, Valley City, Dec. 28-30.  
 California State Teachers' Association, Fresno, some time in December.  
 Mississippi State Teachers' Association, Jackson, Dec. 27-29. J. M. Barrow, Columbus, president.

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## Important Events, &c.

Selected from OUR TIMES, published by E. L. Kellogg & Co.; price, 50c. a year.

### News Summary.

OCT. 14.—Senor Luis Saenz Pena, the new president of Argentina, selects a cabinet.—Stock dealers in England trying to keep out American cattle.

OCT. 15.—Italy sends a cruiser to Venezuela to protect her interests there.

OCT. 16.—Strike of trainmen on the Denver and Rio Grande railroad.

OCT. 17.—The law providing for the choice of Michigan's presidential electors by congressional districts upheld by the United States supreme court.

OCT. 18.—Edwin Booth very ill.—A large monument to the memory of Washington unveiled at Trenton, N. J.

OCT. 19.—Revolt feared in Crete on account of the oppressions of the Turks.

### GALE, FLOOD, EARTHQUAKE, AND TYPHOON.

Heavy gales prevailed October 14 over the northern part of England, and many vessels foundered. Large tracts of land in the north of Wales were flooded and the crops ruined. Heavy rains did much damage in Genoa. The town of Busalla, near that city, was inundated. Violent earthquakes were felt in many places in the Balkans October 14. They were strongest in Roumania. The shocks were felt for fifteen seconds in Bucharest, for thirty seconds in Galatz, and for ninety seconds in Oltenitz.

On October 8, the steamship *Bokhara* sailed from Shanghai for Hongkong. Failing to arrive at the latter port on time, a vessel was sent in search of her and she was found a total wreck on Sand Island one of the Pheng-Hoo group. Soon after leaving Shanghai the vessel encountered a typhoon and was soon wrecked. About 160 persons were drowned.

### TWO MAYORS, ONE THOUSAND MILES APART, CONVERSE.

The long distance telephone line between New York and Chicago was open in time to permit the mayor of the former to wish the latter success in the forthcoming Columbus celebration. Chicago's mayor congratulated the mayor of New York and the people of the country on the American invention which enables people with a thousand miles between them to communicate orally. The wires are strung on 50,000 poles.

### EUROPE'S PAUPERS NOT WANTED.

At last the demand that the sending of pauper immigrants to this country from Europe be stopped, has been met. A mutiny of steamship agents was lately held in New York and it was decided to prepare a list of questions to be submitted by the local steamship agents in Europe to those who desire to come to this country. The questions include queries as to destination, whether the passage was paid through to the destination, and who furnished the money, and whether any foreign government, or parish, or charitable association aided the immigrant in purchasing passage. If the passage was prepaid in America, the name and address of the sender will have to be stated. Further questions will ask whether the immigrant, or any of his relatives for him, have contracted with any firm or corporation in America to do work for it. From the information obtained it will be decided whether the person is a fit subject for American citizenship.

THE SPANISH TREATY.—The last obstacles to the operation of the commercial treaty between the United States and Spain have been removed. Spain has announced officially that the treaty, which covers trade in the Antilles, is favorable to Spanish industries.

AIR AS A LIQUID.—A London professor has been investigating the properties of matter at excessively low temperatures. At one of his lectures liquid oxygen was produced in the presence of the audience literally by pints, and liquid air was handed round in claret glasses. While oxygen boils in air at 183° C. below zero, late researches indicate that temperatures below -274° C. will not suspend all the activities of matter. The purely chemical relations of oxygen disappear in the liquid condition. Phosphorus and potassium may be plunged into the liquid without any sign of combination. The boiling point of liquid air is -192° C. or 10° lower than that of oxygen. Liquid air is simply diluted liquid oxygen. Were this globe cooled down to 200° C. below zero, it would be covered by a sea of liquid air thirty-five feet deep, of which about seven feet would be oxygen.



**MASSACRE IN EAST AFRICA.**—The Wahehe tribe lately attacked the German station at Mpwapwa killing the Arab governor, two Germans, and two British Indians, and wounding many others. The Wahehes pillaged the station and took off with them large quantities of cloth.

**GREECE AND ROUMANIA.**—On account of the seizure by Roumania of a large fortune left by a Greek merchant for the promotion of husbandry and manufacturers in Greece, all the Greek representatives in Roumania were summoned home. This action caused the withdrawal of the Roumanian representatives from Greece.

**STAMFORD'S CELEBRATION.**—The 250th anniversary of the settlement of Stamford, Conn., was celebrated the third week in October.

**A COMET DISCOVERED.**—Prof. Barnard, of the Lick observatory, discovered a new comet by photography October 12. It is of the thirteenth magnitude, and is moving southeast 1 degree 40 minutes daily. Its position October 13, at 7 hours 30 minutes standard Pacific time, was 8 degrees ascension, 19 hours 34 minutes north; declination, 12 degrees 30 minutes. This is the first comet to be discovered by the aid of photography.

**THOMAS A. EDISON'S TRIUMPH.**—The long legal battle over the incandescent lamp has been ended by the decision that Edison is the inventor. The dozen or more companies that have been manufacturing these lamps for years must cease their work unless they arrange with the Edison Company to continue, and they must, further, account for infringements in the past.

**THE NIAGARA TUNNEL.**—The great brick tunnel on the American side at Niagara is about finished. It is nearly a mile and a quarter long and was built through the solid rock. The water of Niagara river will be conducted to four great turbine wheels in a row, others will be added. A village has already been started along the river margin, and dozens of buildings and factories are going up, with arrangements for sewerage, grading, and lighting the district. The company will be ready to furnish power by the first of March or before, at very low rates as compared with steam. Much of the power developed here will be converted into electrical energy for distribution at remote points.

**BLACK LIGHTNING.**—A correspondent of the *Electrical Review*, writing from Haines Falls, N. Y., says that during a remarkable electrical storm there recently he and several others "saw distinctly a streak of black lightning." He was taking photographs of the remarkable lightning flashes that occurred during the storm. He says several people saw the black streak of lightning from different points. He asks for an explanation, and wonders if it is a reversal of the image on the retina of the eye.

## New Books.

A very excellent essay on *Literature for Children*, by George E. Hardy, principal of grammar school, No. 82, New York City, is published in a pamphlet of sixteen pages. It is a plea for the better training of children and the soundness of its conclusions is evinced by the numerous quotations that have been made from it since it was read before the National Educational Association, last July. (Charles Scribner's Sons, New York.)

The volumes of the Fiction, Fact, and Fancy series have lately been increased by the *Writings of Columbus*, edited by Arthur Stedman. There is an introduction in which geographical questions of the sixteenth century and the claim of Columbus as a discoverer are considered. The writings include his letters to Ferdinand and Isabella, Raphael Sanchez, Luis de Santangel, and Juana de la Torres, the agreement with the sovereigns as to the privileges of Columbus, deed of entail, and the will of Columbus. These writings throw much light on the character and achievements of the discoverer, and will be in great demand now while the attention of the world is directed toward his services. The frontispiece is after a supposed portrait of Columbus by B. V. La Grabo. (Charles L. Webster & Co., New York. 75 cents.)

Warren Lee Goss has written a new war book for boys, entitled *Tom Clifton; or, Western Boys in Grant and Sherman's Army*. The hero's early life is thrown in a Massachusetts coast town where feeling about abolition runs high. His father is a minister, and because of the excited feeling just before the war breaks out, the family emigrate to Minnesota; the process of taking up and breaking new land is described in a graphic and delightful manner. Tom joins the army of the West and takes part in the operations on the Mississippi. The events are narrated with historic truthfulness, and the humorous side of the adventures of camp is made prominent. The book is stimulating to patriotism and manhood, noble in tone, and free from sectionalism. (T. Y. Crowell & Co., New York and Boston. 12mo. \$1.50.)

In every class in mathematics, there are certain pupils that are quicker than the others in grasping mathematical principles, and who work out problems with more ease and accuracy. It was to meet the wants of such as these that the *Table Book and Test Problems in Mathematics* was prepared by J. K. Ellwood, A. M., principal of the Colfax school, Pittsburg, Pa. It contains a collection of rather difficult problems in the various branches of elementary mathematics, requiring close reasoning and a thorough knowledge of elementary principles. The problems have been gathered from various sources—regular text-books, and mathematical and educational journals; many have been supplied the author by mathematicians, or are original with himself. The aim in the solutions has been to make every step clear rather than to present a brief operation. The problems include not only those for advanced pupils in the schools, but for teachers, super-

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intendents, and others, as they include problems by some of the best mathematicians in the country. Tables of logarithms, sines and tangents, and natural tangents have been added. Lovers of mathematical study will be thankful to the author for giving them such a large and various collection of useful material. We predict that it will immediately become popular. (American Book Co., New York, Cincinnati, and Chicago.)

Charles Frederick Holder is not only a naturalist, but a fascinating story teller, as one may readily see by examining the pages of his latest work, *Along the Florida Reef*. The adventures of this book do not belong to the realm of fiction. They are the actual happenings in the life of several boys, one of whom, the author, resided for five or six years upon a small key of the great coral reef that stretches away into the Gulf of Mexico from the Florida peninsula. The adventures, therefore, have the vividness of actual experience. The birds, fishes, and scenes of that locality are described in such a lively way that it would be a dull boy indeed who would not be interested. The book would be just the one to give to pupils to awaken an interest in natural history. The work of the illustrator has been used unsparingly; besides pictures of many of the denizens of the sea, there are numerous elaborate and beautiful initial letters. The handsome green cloth binding with decorations and lettering in gilt and black corresponds well with the artistic beauty of the pages. (D. Appleton & Co., New York. 12mo, \$1.50.)

In the novel *Roland Graeme; Knight*, Agnes Maule Machar depicts a number of interesting characters—especially the æsthetic and rhetorical clergyman, the Rev. Cecil Chillingworth and her hero, Roland Graeme, the knightly-spirited young journalist who would "ride abroad, redressing human wrongs." Mill owners and their families, mill hands and theirs, the needs and demands of "labor," and crude attempts to enforce them by strikes and violence; the power of the capitalist and different ways of its manifestation, both for evil and for good; discussions of matters social, religious, economic, musical, poetical, personal, and otherwise, are introduced naturally, and afford both substance and adornment. The story will benefit both employers and employed by correcting erroneous ideas they may have obtained concerning the great labor question. (Fords, Howard, & Hulbert, New York. \$1.00.)

### Magazines.

—In the October *Atlantic* there is an able paper, by James C. Carter, giving an estimate of Samuel J. Tilden's public services. Mr. Carter considers him the most distinguished example of our best class of statesmen. Mr. Hale's amusing papers on "A New England Boyhood" are continued, and Boston Common and his associations with it, forms the subject of this new installment. Professor Shaler writes on a subject of the day, namely, "The Betterment of our Highways," and Mary A. Jordan has an article on "The College for Women." Mrs. Deland, Elizabeth Cavazza, and Mr. Crawford contribute fiction to the number, and Edith M. Thomas and Clinton Scollard, poetry.

—Mr. Stead deals in the October *Review of Reviews*, with Mr. Gladstone's cabinet in a bunch, a most interesting subject at this time. Mr. Shaw, the American editor writes of two great Americans, Whittier and George William Curtis, the article containing not only recent portraits of these two eminent men, but also very interesting pictures of them as they appeared forty years

ago. In the number is recognized in various ways the completion of four centuries since Columbus discovered America, and the preparations that are making to celebrate the event during the present and coming year. An interesting set of articles are grouped under the generic title, "Religious Co-operation, Local, National, and International."

—The pictures, stories, and verse in *Our Little Men and Women* for October (D. Lothrop Co.) are as attractive as ever. *Babyland* for this month is also a charming number with a dainty frontispiece. "Telling a Secret to Baby." In *Topsy* for October the two main stories by Fanny and Margaret Sidney come to a close. The English literature paper on Macaulay, and the American history paper on St. Louis, are both of extreme interest.

### Literary Notes.

—*Harper's American Essayists* is the collective title given to the very handsome series of volumes which includes Curtis' *From the Easy Chair*, Howells' *Criticism and Fiction*, Warner's *As we were Saying*, Higginson's *Concerning all of Us*, and *From the Books of Lawrence Hutton*. The next volume will be Brander Matthews' *Americanisms and Criticisms, with Other Essays on Other Items*.

—Roberts Brothers have recently published *Northanger Abbey and Persuasion*, by Jane Austen, with frontispiece by E. H. Garrett; Jean Ingelow's complete poetical works: *The Captain of the Kittiwink*, a Cape Ann story for boys, by Herbert D. Ward; and *Under the Water-Oaks*, a Southern story for young people, by Marian Brewster; illustrated by J. F. Goodridge.

—The first two editions of Mr. Cutting's clever brochure, *A Glance at the Difficulties of German Grammar*, having been disposed of by private circulation, Thomas Groom & Co., Boston, announce a third edition, to be sold through the regular trade channels.

—There is little excuse for neglecting the study of literature in school when books of such high grade as the *Riverside Literature Series* of Houghton, Mifflin & Co., Boston, are furnished. They are suitable for primary, grammar, and high schools, and contain 500 of the most interesting and instructive masterpieces of the most famous authors; also introductions, notes, historical sketches, and biographical sketches.

—Douglas Campbell's book, *The Puritan in Holland, England, and America*, recently published by Harper & Brothers, has not only attracted much attention in this country, but is being received with very great favor abroad.

—Ginn & Co. will publish this fall *An Introduction to Narrative Greek Composition*, by Morris H. Morgan, Ph. D., assistant professor of Greek and Latin in Harvard university. It is intended for the highest classes in schools, and for freshmen in colleges.

—D. C. Heath & Co. issue the primary book of the *Pupil's Series of Arithmetic* by W. S. Sutton, and W. H. Kimbrough. The authors believe in a minimum of theory, and a maximum of practice, and this series is constructed on the principle that teachers have knowledge and skill, and that pupils are industrious and intelligent. Each volume is filled with problems of such practical matters as pupils will be called upon to meet in their every-day life.

—G. P. Putnam's Sons regret to announce to the purchasers of their edition of the *Talleyrand Memoirs*, that two papers printed in the French edition of the fifth and concluding volume have been omitted from the editions appearing in London and New York. These two papers comprise the "retraction" or confession written by Talleyrand the day before his death, for transmission through the Archbishop of Paris to the Pope that accompanied this "retraction." The responsibility for this omission rests with the French publishers or with the French editor. The publishers of the American edition, believing these to be of interest to their readers, have printed them on a leaflet of four pages, and are prepared to furnish the same, on application, to any correspondents who have purchased their edition of the *Memoirs*.

—The Scientific Publishing Co., 27 Park place, New York, have issued a book entitled *Gems and Precious Stones of North America*, by George F. Kunz, gem expert for Tiffany & Co. It is illustrated by means of fine colored plates.

—The novel by Miss Mary Angela Dickens, granddaughter of Charles Dickens, entitled *Cross Currents*, is ready for publication in Appleton's Town and Country library.

—Alden's *Cyclopedia of History* covers the time from B. C. 5004, to A. D. 1892 and the description of all nations, ancient and modern (except the United States, which will be published and sold as a separate work), and of all the principal geographical divisions of the earth. It may be obtained of John B. Alden, 57 Rose street, New York.

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